Laarman Lesson Plan

Class: U.S. History Unit: Cultures in Contact Standards: B.12.1, B.12.2, B.12.3, B.12.8, B.12.12, B.12.18

Topic: Native American Conflicts: Nez Perce and Wounded Knee Date: 9/26/16

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| **Materials, Prep** | Westward Expansion Wrap multimedia |
| **Procedure** | Multimedia for student notes, featuring scenes from Ken Burns’ *The West*. |
| **Closure** | Small group/class discussion: What do we make of our newfound knowledge? Who was right? Who was wrong? What do we base this judgement upon? What were some other possible solutions? |

Topic: Contemporary Native American Life Date: 9/27/16

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| **Materials, Prep** | Westward Expansion Wrap multimedia |
| **Objective** | Students will examine the case study of the takeover of Wounded Knee in 1972 to draw conclusions about the conditions faced by Native Americans in modern times and the recent trends in Native American life. |
| **Anticipatory Set** | What do you think life is like on reservations today? |
| **Procedure** | Multimedia on the armed takeover of Wounded Knee in 1972. |
| **Closure** | Small group discussions on the implications and impact of the takeover. |

Topic: Cultures in Contact: African and European Date: 9/28/16

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| **Materials, Prep** | Slavery Multimedia |
| **Anticipatory Set**  **-connection, motivation, relevance** | 1. Wrap up Native Americans section of the unit: what has been the impact to the current time of everything we learned about? 2. Recall stats on race gap in incarceration, wealth 3. News clip on protests in Charlotte 4. Test previous knowledge:  * When did European and sub-Sahara African cultures connect? Why? * Why were slaves brought to the Americas? * How were they captured in Africa? By whom? * What was life like for slaves in the U.S.? |
| **Procedure** | Multimedia for student notes |

Topic: Slavery in the U.S. and its Impact Date: 9/29/16

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| **Materials, Prep** | Slavery Multimedia |
| **Procedure** | Multimedia: understanding the life of a slave and its personal impact   * First-hand account: Frederick Douglass and getting enough food and warmth: <http://www.pbs.org/wnet/slavery/experience/living/docs6.html> |

Topic: Coping With Slavery Date: 9/30/16

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| **Materials, Prep** | *Song Yet Sung* excerpts |
| **Anticipatory Set**  **-connection, motivation, relevance** | Review: what was it like to be enslaved?  T-P-S: how do you think you would cope with slavery? What would you do to try to survive and make it tolerable? |
| **Procedure** | Discuss and explore coping strategies   * First-hand account: seeking the favor of whites [http://www.pbs.org/wnet/slavery/experience/responses/narratives2.html#](http://www.pbs.org/wnet/slavery/experience/responses/narratives2.html) * Discuss: plusses and minuses of getting pregnant   + Lighter workload and more rations; danger of pregnancy; would you want to bring a child into that environment? * Students read “Resistance and Rebellion,” p.209 * Read pp. 244-247 from *Song Yet Sung* to discuss the Underground Railroad |