

I. Title or Topic of the Lesson and Grade Level:

College Level

I. Lesson Essential Question:

Does geography play a part in the type of education young colonial Americans received?

II. Standards:

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor and evaluate how this has affected individuals and society.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

III. Learning Objectives & Assessment:

Learning Objectives	Assessment
SWBAT describe how geography played a key role in education during Colonial America.	Teacher will be able to assess students acquired knowledge by playing the Jeopardy Game
SWBAT explain the difference between education in the south and north during Colonial American.	Teacher will be able to assess students acquired knowledge by asking students comprehension questions about education in Colonial America

IV. Materials

- Index Identification Cards
- Power-point presentation

- Notes taken by students
- Jeopardy game

V. Pre-Lesson assignments and/or prior knowledge:

At this point in the semester, students will have already read chapter 3 in their textbook, so this should be a review/reinforcement exercise. Students should have prior knowledge about the information about chapter 3, but we will be expanding upon that knowledge.

VI. Lesson Beginning:

To grasp the student's attention, we will ask them what circumstances have led them to receive their elementary and high school education. This lesson will begin with handing out identification cards to show the students what type of child went to what type of school, based primarily on location. This will add a more personal touch to the lesson and become more relatable, since the cards will have names, ages, and locations listed.

VII. Instructional Plan:

1. We will present the PowerPoint.
2. We will ask students to take detailed notes about the PowerPoint
3. We will ask students to group up into their PLC groups to play a jeopardy game
4. The PLC groups will participate in taking turns playing the jeopardy game we prepared.

VIII. Closure:

To end the presentation, we want the students to grasp exactly how fortunate they are to receive the education that they have thus far. We will reiterate how in colonial America, only a selected group of people were eligible to have the education that we take for granted.

References

Alchin, L. (2017). Colonial education. Retrieved from <https://www.landofthebrave.info/colonial-education.htm>

Colonial era academics. (2017). Retrieved from <http://www.k12academics.com/history-education-united-states/colonial-era#.WdDnuNOGPVp>

Koch, J. (2016). *TEACH*. Boston, MA: Cengage Learning.

Rationale Statement**Date of Completion:** November 2017**Date of Submission:** November 2017**Title of Artifact:** Lesson Plan**Standard:** Standard Six: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

This lesson plan is being placed under Standard Six: Assessment. Standard Six explains that students should be monitored through assessment in order to promote appropriate learning. This lesson plan ends with a simple assessment so students can review what they have learned during the powerpoint.