

Lesson Plan Format

Topic:	<ul style="list-style-type: none"> United States history (beginnings to 1887); 8th Grade
TEK(s):	<ul style="list-style-type: none"> 8.24(A): Describe and evaluate the historical development of the abolitionist movement.
Guiding Question:	<ul style="list-style-type: none"> How did the actions of abolitionists affect the progression of the abolitionist movement?
Content Objective:	<ul style="list-style-type: none"> The students will analyze five notable individuals and groups that guided the direction of the abolitionist movement through lobbying, civil disobedience, and print media.
ELPs:	<ul style="list-style-type: none"> The students will read, discuss, and write about their analysis of the actions of abolitionists and how these acts guided the abolitionist movement.
Resources:	<ul style="list-style-type: none"> Pencil, highlighter, notebooks, technology (either provided by the district or mobile phones)
What is your instructional focus?	<ul style="list-style-type: none"> The expectation is to provide students with the definition of an abolitionist, notable individuals and groups involved in the movement, and how their actions influenced the objective of the abolitionist movement and later the end of slavery in the United States.
How will you introduce your lesson?	<ul style="list-style-type: none"> I will ask students a question about material from the previous day to activate their prior knowledge to utilize during the lesson. Afterwards, I will have students read the day's content objective and guiding question, which will then direct me to facilitate an activity on Nearpod for students to answer a question over what an abolitionist is to formatively assess what they may already be aware of.
What is your instructional delivery method?	<ul style="list-style-type: none"> Direct instruction will be my instructional delivery method, but to maintain a student-centered classroom, I will facilitate students with activities and other supplemental material through the application Nearpod to formatively assess them throughout the lesson.
Guided Practice	<ul style="list-style-type: none"> The students will be grouped together to participate in stations around the classroom to answer questions and evaluate documents explaining the actions of specific abolitionists like the Quakers, Frederick Douglass, William Lloyd Garrison, Harriet Tubman, and Sojourner Truth.
Individual Practice	<ul style="list-style-type: none"> The student will create a poster representing an event or action from the abolitionist movement and the individual(s) involved to advance their knowledge of what they gathered during guided practice.

Closure	<ul style="list-style-type: none">• I will close the lesson by having students reread the content objective and guiding question, along with having them discuss about what they had analyzed while answering questions at the stations laid across the classroom.
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