 Daily Lesson Plan

**Student:** Eric Weldie **Cooperating Teacher’s Approval**: \_\_\_\_\_\_\_\_ **Date:** 03/01/2011

**Subject**: History **Topic**: Current Events dealing with the Revolution in Egypt **Grade:** 9th

**Allocated Time**: 8:52AM to 10:15AM

**Student Population**: 17 students

**State Standards**:

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| **8.1.9.A** Analyze chronological thinking.  • Difference between past,  present and future  • Sequential order of historical  narrative  • Data presented in time lines  • Continuity and change  • Context for events | **8.1.9.B** Analyze the fundamentals of  historical interpretation.  • Fact versus opinion  • Reasons/causes for multiple  points of view  • Illustrations in historical  documents and stories  • Causes and results  • Author or source used to  develop historical narratives  • Central issue | **8.1.9.D** Analyze and interpret historical research.  • Historical event (time and  place)  • Facts, folklore and fiction  • Historical questions  • Primary sources  • Secondary sources  • Conclusions (e.g., History Day  projects, mock trials, speeches)  • Credibility of evidence | **8.4.9** Evaluate how conflict and  cooperation among social groups and  organizations impacted world history  from 1450 to Present in Africa,  Americas, Asia and Europe.  • Domestic Instability  • Ethnic and Racial Relations  • Labor Relations  • Immigration and Migration  • Military Conflicts |

Core curriculum, benchmarks, or district standards if required by the district:

Specific Number: \_\_\_\_\_\_\_ Exact wording: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal for Understanding:** Events leading up to the recent Egyptian revolution and how it has had a world impact.

**Instructional Objective (Statement):** The students will have knowledge about the events leading up to recent revolution in Egypt and how it impacts the whole world.

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| **Student Behaviors**  Respond to Warm-Up question, “Popcorn” Read and note Current Events Article, fill out worksheet, share findings. | **Sources of Evidence**  Noted Current Events Articles, Worksheet. | **Criteria for Evaluation**  Collect the Worksheet and possible the noted article. |

**Teaching to the Objective**

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| Estimated Time: | Teaching to the Objective  **Introduction/Motivation/Prior Knowledge**  ---Ask the students “What do you know about what is going on in the Middle East and the Unrest/Chaos/Revolutions?”  ---Have an opening conversation: General Overview on Egypt’s Revolution.  **Developmental Activities:**  ---Bring up PowerPoint, hand out ppt worksheets and review.  ---Have Students highlight important information.  ---Hand out ‘Why Egypt Matters on a Global Spectrum’.  Popcorn Read Article  ---Hand out Laptops and worksheet and have students look online and fill in the worksheet.  **Assessment:**  ---Read over Internet Search Worksheet and grade.  **Closure:**  ---Collect Assignment, Share findings together, Review any main concepts | Differentiation: Required for each  Section.  -Students with individual disabilities and IEP’s will be dealt with individually.  -Eyesight Disability: The PowerPoint will be presented with the class with a handout that contains all the slides.  -Hearing Disability- The PowerPoint and Why Egypt Matters…” WS will be read out loud. |

**Follow-up:** In the next few classes, the students will be learning about current events and their effect on the world. Mrs. Mayo will use the PowerPoint to Warm Up the class.

**Materials:** Unrest In Egypt PowerPoint, PowerPoint Slide Notes, “Why Egypt Matters on a Global Spectrum’ Article, Laptops, Laptop Worksheet,

**Resources:**

----<http://news.yahoo.com/s/yblog_thelookout/20110128/ts_yblog_thelookout/unrest-in-egypt-whats-going-on>

----<http://www.huffingtonpost.com/2011/01/30/egypt-revolution-2011_n_816026.html>

**----**<http://motherjones.com/mojo/2011/02/whats-happening-libya-explained>

**Technology:** Laptops, Projector, PowerPoint