

Making Social Studies Come Alive: A Professional Development Series Lesson

Modified Lesson Plan for High School Special Education Students

Name: Elizabeth Munoz

School: George W. Carver Senior High School

Title of the Lesson: **Mercantilism in US Economic History**

Amount of time required to complete lesson: (3-4) 100 minute periods

Do Now: At the end of the 3-4 days lesson the students should be able to make a project (poster, collage, or power point presentation) about mercantilism in the US History.

Lesson Objectives: Grade Level Expectations:

Contrast past and present events or ideas in US history, demonstrating awareness of differing political, social or economic context (H-1A-H1).

Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1).

Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas or issues (H-1A-H3).

Interpret or analyze historical data in a map, table or graph to explain historical factors or trends (H-1A-H4).

Anticipatory Set/Essential Question

The Doe's family has a rule in the house that income any family members make must be contributed to the family's pool of money, and that the parents get to decide how that family budget will be spent. The children have been making some money, but for a while the parents have been really lenient about regulating the collection of the money and the children have gotten used to making their own money decisions. This month though, the parents have decided to strictly enforce the rules again. What do you think will happen? What do you think the children will do? What do you think the parents will do?

Materials Required:

Posters,
white board markers
laptop/epic learning computer
colored papers
folders
glue/tape
textbook
Monopoly game set
Kurweil Software
Brainpop.com

Instructional Strategies Used:

Text should be read aloud
Peer tutoring
Group collaboration
Team/peer teaching
Preview-Review-Predict
Summarize and synthesize

Accommodation/Modification for students with special needs

For the Environment

Use of learning centers
Individualized/small group instructions
Consider alternative grouping
Provide adaptive equipment

For the teaching strategies

Break tasks and procedures into sequential stages
Modify assignments as needed
Teaching concrete concepts before teaching abstract concepts
Limit number of concepts to be introduced at a time.

Use hand-on activities/manipulative

For materials

Shorten assignments
Use text/worksheets at a modified reading level
Provide learning materials to supplement instruction
Modify/repeat/model instructions

For Time Demands

- Increase the amount of time allowed to complete assignments and test
- Limit the amount of work required or the length of the test

Guided Practice or Mini Lesson:

Brief introduction of the concept of Mercantilism using the software Kurzweil.

Process or Activity Period:

Day 1: Divide the class into groups and give the hand-outs with the anticipatory set.

Read the scenario and let the students discuss among themselves the possible outcomes of the scenario.

List down the answers of the students elaborate on key concepts.

Show the power point presentation about mercantilism.

Instruct the students to take notes using their foldable note cards.

Day 2: Review the concepts that were discussed the previous day.

Ask students if they have some more ideas/concepts about the topic.

Divide the class into groups and assign a colony for each group. New England (Rhode Island, Connecticut, Massachusetts, New Hampshire), Middle (Delaware, Pennsylvania, New York and New Jersey, Southern (Maryland, Virginia, North Carolina, South Carolina, and Georgia) later to include Vermont and Maine.

Using their laptop instructs the students to make power point presentation based on their research.

The following information should be included in their power point presentation:

Description of the colony (land, people, jobs, locations etc)

Resources (farmlands/crops, rivers, oceans/fishing etc)

Needs(ships. Household supplies, different crops etc)

Trading partners (West Indies, Britain, other colonies)

Day 3: Let the students continue on their research projects.

The students will present their outputs in class in their most creative ways.

Day 4. Review of the concepts/topics that were discussed the previous day.

Let the students listen to brain pop about the thirteen colonies.

Students will take a short quiz.

Closure Activity:

The teacher will check everyday the output of the students. Comprehension questions will be given.

Assessment: Choose the letter of the correct answer for each question.

1. Where did most of the settlers of the New World come from?
A. Europe B. Asia C. South America
2. Why did the settlers originally come to North America?
A. To escape religious persecution
B. To start better lives with new economic opportunities
C. Both A and C
3. In what present day state was the settlement of Jamestown founded?
A. New York
B. Virginia
C. Delaware
4. Where was the Plymouth settlement?
A. In what is now Massachusetts
B. In what is now Kentucky
C. In what is now Maine
5. What two forces opposed each other in the French and Indian War?
A. The French and the English
B. The Americans and the Canadians
C. The French and the Indians
6. Most colonists living in the New England colonies were:
A. Small Farmer
B. Fishermen
C. Merchants
7. Where were the port cities of New York and Philadelphia located?
A. The New England Colonies
B. The Middle Colonies
C. The Southern Colonies
8. What did life in the Southern Colonies revolve around?
A. Factories
B. Shipyards
C. Plantations
9. Which of the following was not one of the original Thirteen Colonies?
A. Rhode Island
B. New Jersey
C. Louisiana
10. What was the main issue that got colonists talking about revolution?
A. Bad weather B. Taxes C. Tea Shortage

Rubric for project presentation:

Content - Writing

10	All material is in publishable form; that is, it is thoroughly proof-read and without careless errors. (5=10, >10=5, >15=3)
8	All your information is well researched, well written, well organized and in your own voice.
4	All flaws pointed out by the instructor and/or peer advisors in drafts have been corrected.
10	Material shows strong understanding of major ideas and displays critical thinking in placement of text, sequencing of pages, and page composition.
3	Presentation has a title page.
5	Presentation has a bibliography which follows the MLA citation rules.

Content - Technical

9	The presentation includes a minimum of 10 slides.
6	The presentation includes a variety of text fields, graphics, sounds and transitions.
6	The presentation has a professional look with an overall graphical theme that appeals to the audience, compliments the information, and each slide is visually neat incorporating a variety of layouts.
6	Each slide uses text, graphics, sounds and transitions that communicate and compliment information being shared.
6	The presentation visually depicts material and appeals to audience.

Communication

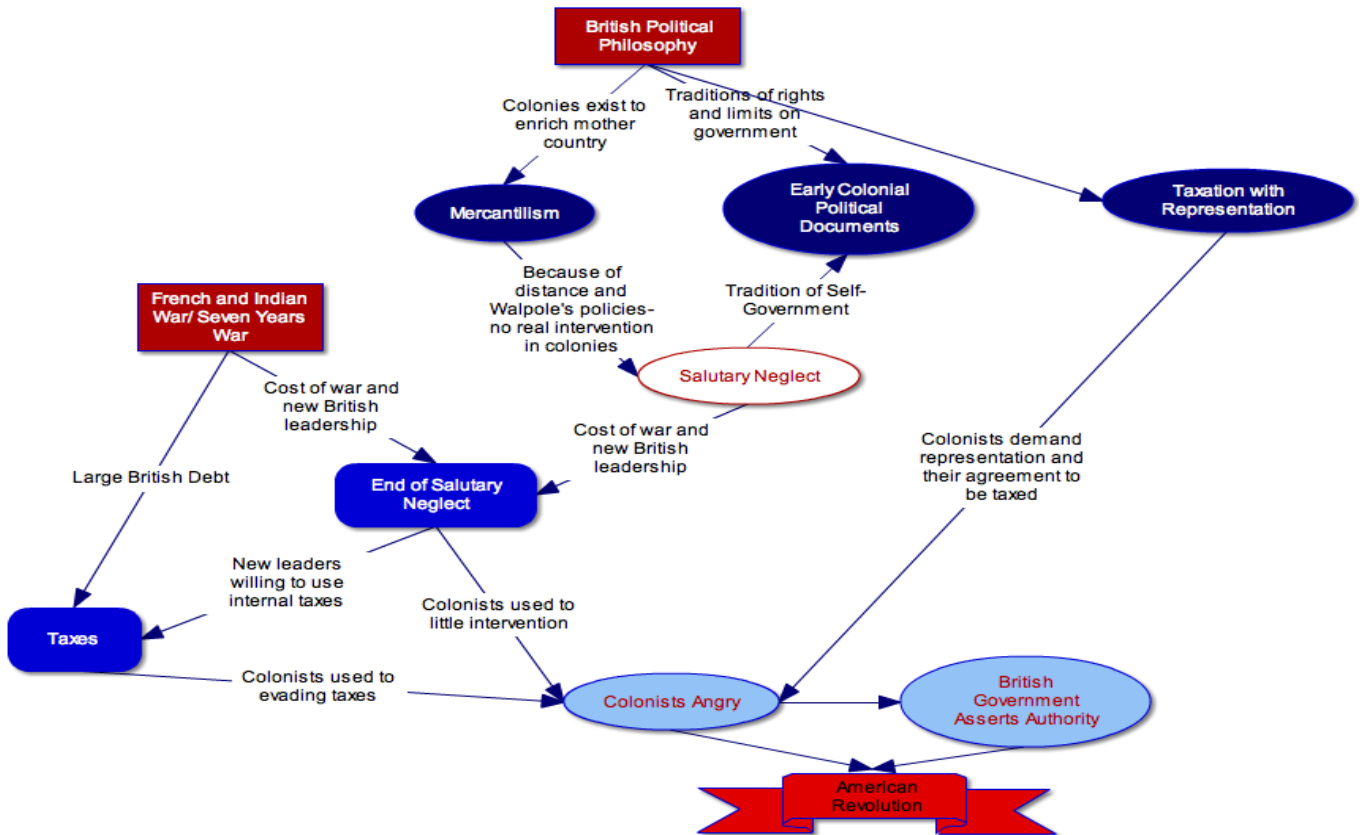
3	Did you use a different form to communicate to the group during your presentation other than simply screen reading?
3	You used each slide as lead into the wealth of additional information you have on the topic.
3	You maintained eye contact with group and modulated your voice in addition to your visual on-screen sharing.
3	At conclusion of your sharing you checked for understanding via questions or oral quiz, etc.
3	You utilized your allotted time effectively.

Technical Organization

4	You have also made a backup copy of your presentation to assure against any disaster.
4	Each member of the audience has been given a handout of your presentation which includes an area to take notes.
4	An electronic form of your presentation has been given to your instructor through a folder which will be set up on the GASFS server by your instructor.

Total Points = 100

Graphic Organizer on Mercantilism



Other Sources:

[Mercantilism timeline](#)

[Definition of Mercantilism](#)

[Mercantilism and the American Revolution](#)

[Mercantilism](#)