

## Unit Outline for SEDU 415

Subject area: US History

Grade level: 8<sup>th</sup> Grade

### **Goals for the unit: (3)**

- 1) Give the students a sense of understanding of what the post-Constitution was about.
- 2) Show the student how the newly written constitution and the new government had many problems to begin with.
- 3) Show the students how other countries around the world were involved in the development of our own country.

### **Rationale for the unit:**

This lesson will give the students an understanding of the development of our government and its powers. I want to show them that the world that we live in today has come from a long line of trial-and-error within our constitution.

### **Names of the lessons and assessments planned for each day:**

Day 1: George Washington's presidency

Day 2: National Debt

Day 3: Neutrality Proclamation and Other Challenges

Day 4: John Adams's Presidency

### **Brief description of service learning project:**

The students will be asked to participate at the City Hall to assist at a booth to get citizens to register to vote. They will learn the importance of voting and be helping the community with their voting registration rates.

### **Brief description of PowerPoint with activities:**

My Power Point covers the Neutrality Proclamation, the War with the Native Americans in the Northwest Territories, and the Whiskey Rebellion. The first 10 minutes will cover the Neutrality Proclamation, and the students will play a Jeopardy game. The second 10 minute segment will cover the Northwest Territories/Whiskey Rebellion, and the students will divide into groups of four and match certain events and put them into chronological order.

## 5 Websites you have found:

- <http://www.earlyamerica.com/earlyamerica/milestones/procneutral/>
- <http://sc94.ameslab.gov/Tour/gwash.html>
- <http://www.earlyamerica.com/earlyamerica/milestones/whiskey/>
- [http://www.ushistory.org/declaration/signers/adams\\_j.htm](http://www.ushistory.org/declaration/signers/adams_j.htm)
- <http://www.u-s-history.com/pages/h463.html>

## State Standards for the unit:

- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.13 Identify Tennessee's role within early development of the nation.
- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.
- 5.16 Recognize successes and failures of reform movements of the early 1800's to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

## Brief description of formative and summative assessment plans (including project):

Formative: The students will receive one type of formative assessment for each lesson. These Formative Assessments will include: discussions, timelines, worksheets, end-of-the-class quizzes, etc.

Summative: The students will receive a type of Unit test covering all four of the lessons' material. This will include multiple choice, true or false, and one short essay question. The students will also be given a service learning project that can be considered a summative assessment.

## At least one reference (you will need 4-8 for the completed unit):

### Works Cited

Davidson, J. W., & Stoff, M. B. (2007). *America: History Of Our Nation*. Boston: Pearson Prentice Hall.

## Lesson Plan for Lesson 1

### 1. Descriptive Data

Teacher: \_\_\_\_\_ Class: US History Date: 11/4/09 Grade level: 8<sup>th</sup> Grade  
Unit: Challenges for a New Nation  
Lesson Number: Lesson 1 Topic: Washington Takes Office

Anticipated noise level (high, moderate, low)  
For this lesson, the noise level will remain low.

### 2. Goals and Objectives

Instructional Goals:

The students will understand what George Washington did as our nation's first president.

Specific Behavioral Objectives:

Given instructions and a lecture, the student will form and present a list of questions that they would interview George Washington with, with 85% accuracy.

State Standards:

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.

National Standards:

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

### 3. Procedure (Procedure with modeling examples, transitions, coached practice, etc.) **ALL lessons must include an auditory, visual, and kinetic activity.**

Content:

5 minutes. Activity 1: Set (introduction)

I will ask the students how they believe it would feel to be the president of a brand-new country. Give me three to four sentences of what they would do first as the first president of the newly founded, United States of America.

15 minutes. Activity 2: Lecture

I will give the students a lecture over the inauguration of George Washington, and what he contributed to the making of our government. This lecture will allow the students to finish the assignment at the end of class.

10 minutes. Activity 3: Group work

I will tell the students to get into groups of two and they will come up with a series of questions that they would ask George Washington as he first entered the President spot. They will have to form these questions into an interview. The questions will have to cover the topic of what he plans to do now that he is in office.

15 minutes. Final Activity (lesson conclusion or closure): Present Material

After the students finish, they will be asked to get in front of the class and present their material. One of the students will be the inter viewer and the other student will be George Washington answering questions as they think he would have back in 1789.

Differentiated instruction:

I will have the students view a power point while I lecture, which will be filled with pictures to illustrate the specific topic being taught. The students will also be asked to get into groups of two to put together an interview in which they will be presenting in front of the class.

*How is this differentiated instruction?*

If time remains:

I will have them review with a quick-fact game.

## **5. Assignments and Reminders of Assignments**

Special notes and reminders to myself:

## **6. Materials and Equipment Needed**

Audiovisual: Power point accessibility

Other: Outlined notes

**7. Assessment, Reflection, and Revision**

**Assessment of student learning:**

Reflective thoughts about lesson:

Suggestions for revision:

## Lesson Plan for Lesson 2

### 1. Descriptive Data

Teacher: [redacted] Class: US History Date: 11/6/09 Grade level: 8<sup>th</sup> Grade  
Unit: Challenges for a New Nation  
Lesson Number: Lesson 2 Topic: Nation's First Economic Crisis

Anticipated noise level (high, moderate, low)  
The Noise level will be low during lecture and moderate during group work.

### 2. Goals and Objectives

Instructional Goals:

The students will understand the definition of national debt and how the National Banks were founded.

Specific Behavioral Objectives:

Given instructions and a lecture, the student will create a pros and cons table over the three plans of Hamilton's financial plan, with 85% accuracy.

State Standards:

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

National Standards:

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**3. Procedure** (Procedure with modeling examples, transitions, coached practice, etc.)  
**ALL lessons must include an auditory, visual, and kinetic activity.**

Content: ?

5 minutes. Activity 1: Set (introduction)  
Ask the questions: How many of you (students) would like to have 1 million dollars? 1 billion dollars? What is debt? How much do you think the US is in debt today? Why are we in debt today? How do we get out of debt? What does being in debt, do to us?

15 minutes. Activity 2: Lecture  
I will lecture the students of the certain topic, which will give them the knowledge to complete the certain assignment later.

20 minutes. Activity 3: Group Work  
I will allow the students to get into groups of 5. The groups will have to make a pros-and-cons table and identify the both for each of the topics: Paying Debt, National Bank, and High Tariff. The groups will have to present each of their pros and cons for in front of the class.

10 minutes. Final Activity (lesson conclusion or closure): Discussion of answers  
After each group presents, I will discuss each of the answers and what the students think about the other groups answers.

Differentiated instruction:

I will have the students view a power point while I lecture, which will be filled with pictures to illustrate the specific topic being taught. The groups will get in front of the class and present the pros and cons of each topic discussed.

If time remains:

I will have them review with a quick-fact game.

## 5. Assignments and Reminders of Assignments

Special notes and reminders to myself:

## 6. Materials and Equipment Needed

Audiovisual: Power point accessibility

Other: Outlined Notes

*PAR*

*Change Outline - notes - all help mixed differentiation*

**7. Assessment, Reflection, and Revision**

**Assessment of student learning:**

Reflective thoughts about lesson:

Suggestions for revision:

## Lesson Plan for Lesson 3

### 1. Descriptive Data

Teacher: [redacted] Class: US History Date: 11/10/09 Grade level: 8<sup>th</sup> Grade  
Unit: Chapter 7-Challenges for a New Nation  
Lesson Number: Lesson 3 Topic: Neutrality Proclamation, Northwest Territories,  
Whiskey Rebellion

Anticipated noise level (high, moderate, low)  
The Noise level for this particular lesson will be no talking when giving lecture unless student has questions. When working in groups, the students can use moderate noise levels.

### 2. Goals and Objectives

#### Instructional Goals:

The Student will gain an understanding of the new challenges for the new nation as they had to deal with foreign and domestic problems.

#### Specific Behavioral Objectives:

Given a lecture over the Neutrality Act, Northwest Territories, and the Whiskey Rebellion, the students will classify different reasons for supporting the foreign wars and they will also classify events into chronological order, with 90% accuracy.

#### State Standards:

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.13 Identify Tennessee's role within early development of the nation.
- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.

#### National Standards:

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**3. Procedure** (Procedure with modeling examples, transitions, coached practice, etc.)  
**ALL lessons must include an auditory, visual, and kinesthetic activity.**

Content:

5 minutes. Activity 1: Set (introduction)  
I will ask the students who they are going for in a specific sport, and have them give me the pros and cons of their decision. I'll ask them why they picked that team, and what they would do to support that team.

20 minutes. Activity 2: Lecture the three topics  
I will give the students a lecture of the three topics that need to be discussed. This lecture will help give them the knowledge to accomplish the assignments for later in the class.

10 minutes. Activity 3: Split them into groups for Cooperative Learning  
I will split the class into four groups. The two groups on the left side of the class will give 3 to 5 reasons why they would support the French during their war with Great Britain. The other two groups on the right side of the class will give 3 to 5 reasons why they would support the British during their war with France. After the groups are done they will discuss their answers in front of the class. They will proceed to put all of the group members' names on the papers and turn them into me for a participation grade.

15 minutes. Final Activity (lesson conclusion or closure): Worksheet in-class/homework.

The last activity I will have them do is a worksheet over the last two topics in the lesson. They will have to match certain items to the topic that they define. After they organize all of the items, the students will then order them chronologically. This is done as individual work and turned into me for a grade.

Differentiated instruction:

*hand out?*  
I will have the students view a power point while I lecture, which will be filled with pictures to illustrate the specific topic being taught. The groups will be able to present their answers to the class over why they supported Great Britain or France.

If time remains:

I will have them review with a quick-fact game.

**5. Assignments and Reminders of Assignments**

Special notes and reminders to myself:

**6. Materials and Equipment Needed**

Audiovisual: Power point accessibility

Other: Outlined Notes

**7. Assessment, Reflection, and Revision**

**Assessment of student learning:**

Reflective thoughts about lesson:

Suggestions for revision:

## Lesson Plan for Lesson 4

### 1. Descriptive Data

Teacher: *Christina* Class: US History Date: 11/11/09 Grade level: 8<sup>th</sup> Grade  
Unit: Challenges for a New Nation  
Lesson Number: Lesson 4 Topic: John Adams's Presidency

Anticipated noise level (high, moderate, low)  
The students will remain at a low level of noise.

### 2. Goals and Objectives

#### Instructional Goals:

The student will gain an understanding of John Adams's presidency and how it affected our country and the Constitution.

#### Specific Behavioral Objectives:

Given a lecture over lesson 4, the student will reason why or why not the Alien Sedition Acts were harmful to the rights of American Citizens and why political parties were created, with 90% accuracy.

#### State Standards:

- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.

#### National Standards:

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**3. Procedure** (Procedure with modeling examples, transitions, coached practice, etc.)  
**ALL lessons must include an auditory, visual, and kinetic activity.**

Content:

5 minutes. Activity 1: Set (introduction)  
I will ask the students about a largely discussed topic within our government today. I will then ask them how they would feel if they were taken to jail for exercising their freedom of speech or freedom of press. I will tell them to keep this in mind while I give the lecture for the day.

20 minutes. Activity 2: Lecture of Adams's presidency.  
I will give a lecture over the lesson which will give them the knowledge to complete the assignment towards the end of class.

10 minutes. Activity 3: The students will be split into four groups (2 federalist parties and 2 democratic-republican parties). The students will then have to give on a piece of paper who is representing their party, and why they are supporting them. I will then allow the students to present their answers. This assignment will be taken up for a grade.

10 minutes. Final Activity (lesson conclusion or closure): The students will go back to their seats. I will then give them a scenario of how they are writers for a newspaper and that the government was going to come and arrest them for writing negative comments about the government. Would you or would you not stop writing for the newspaper. Give reasons. This assignment will be taken up for a participation grade.

Differentiated instruction:

I will have the students view a power point while I lecture, which will be filled with pictures to illustrate the specific topic being taught. The students will be able to present their material as if they were the political party supporting one of the main candidates during the 1796 election.

If time remains:

I will have them review with a quick-fact game.

*Rubrics*

*Rubrics*

*This is not differentiated*

## **5. Assignments and Reminders of Assignments**

Special notes and reminders to myself:

## **6. Materials and Equipment Needed**

Audiovisual: Power point accessibility

Other: Outlined Notes

## **7. Assessment, Reflection, and Revision**

**Assessment of student learning:**

Reflective thoughts about lesson:

Suggestions for revision:

## CHALLENGES FOR A NEW NATION 1789-1800

- 1) The ceremony in which the President takes the oath of office, is known as what?
  - a) The Election Process
  - b) The Inauguration
  - c) The Passover
  - d) The Precedent
  
- 2) The President and Congress created what three departments for the Executive Branch?
  - a) Treasury, Court, Federal
  - b) Educational, Peace-keeping, and War
  - c) Educational, War, and Court
  - d) Treasury, State, and War
  
- 3) Who did George Washington appoint as the nations first Secretary of State?
  - a) Benjamin Franklin
  - b) Thomas Jefferson
  - c) Alexander Hamilton
  - d) John Adams
  
- 4) George Washington Appointed John Jay as the first what?
  - a) Secretary of Treasury
  - b) Secretary of Education
  - c) Vice President
  - d) Chief Justice of the Supreme Court
  
- 5) Which is NOT a part of Hamilton's plan to solve the country's financial crisis?
  - a) The U.S. government would fully agree to pay all federal and state debts.
  - b) Attempt to steal money from the other nations, so we gain money that way.
  - c) U.S. government would create a national bank.
  - d) The government would force a high tax on imported goods into the country.
  
- 6) A certificate issued by a government for an amount of money that the government promises to pay back with interest is known as what?
  - a) a bond
  - b) a bill
  - c) currency
  - d) a cabinet
  
- 7) Hamilton's first task as Secretary of Treasury was what?
  - a) Creating a Judicial Branch
  - b) Cutting wood for the White House
  - c) Arranging people for the President's cabinet
  - d) Solving the Nation's first financial problems
  
- 8) What was the rebellion of French people against their king, in 1789, called?

- a) World War I
  - b) French Revolution
  - c) British War
  - d) The Great War
- 9) Private ships that were hired by a country to attack its enemies were known as what?
- a) Privateers
  - b) Long Boats
  - c) Battle Ships
  - d) Grating Ships
- 10) Jay's Treaty settled what conflict?
- a) Disputes between Germany and Japan
  - b) The French Revolution
  - c) Disputes between the US and Great Britain
  - d) The Great War
- 11) What Native American Chief was successful in attacking many US forces in the Northwest Territories?
- a) Little Turtle
  - b) Sitting Bull
  - c) Squating Dog
  - d) Geronimo
- 12) What treaty gave the US claim to the Northwest Territories?
- a) Jay's Treaty
  - b) Pickney's Treaty
  - c) Treaty of Fort Knox
  - d) Treaty of Greenville
- 13) What type of a people began to revolt against the tax, resulting in the Whiskey Rebellion?
- a) Farmers
  - b) Blacksmiths
  - c) Store Owners
  - d) Alcoholics
- 14) Groups that help people get elected and shape policies are known as what?
- a) Political Parties
  - b) Delegates
  - c) Officials
  - d) Mothers
- 15) What party supported the idea of a strong government, and supported industrial trade?
- a) Democratic Republicans
  - b) Independents
  - c) Federalists

- d) Pizza Party
- 16) John Adams's first goal as president was to amend relations with what two countries?
- a) Canada and Mexico
  - b) Germany and Spain
  - c) Italy and Russia
  - d) United States and France
- 17) The French's demand for a bribe to make a treaty, was known as what?
- a) ABC Demand
  - b) The Hollow Trade
  - c) XYZ Affair
  - d) Jay's Treaty
- 18) After France's rejection to make a treaty, Adams asked Congress to expand what two things?
- a) Voting Registration and Ground Troops
  - b) Factories and Agriculture
  - c) Naval Fleet and Agriculture
  - d) Peacetime Army and the Naval Fleet
- 19) Laws, passed by a Federal-dominated Congress, to protect the opposition of the people against the government, were known as what?
- a) Alien and Sedition Acts
  - b) Bi Standard Acts
  - c) No Child Left Behind
  - d) Discrimination Acts
- 20) The Sedition Act made many people mad, because it violated what two civil rights?
- a) Right to Vote and Right to Bear Arms
  - b) Right to Bear Arms and Right to any Religion
  - c) Right to Vote and Women's rights
  - d) Freedom of Speech and Freedom of Press
- 21) After being sworn into office, most people of the United States admired George Washington and considered him a national hero.
- a) True
  - b) False
- 22) George Washington appointed Abraham Lincoln as the nation's first Secretary of War.
- a) True
  - b) False
- 23) John Adams presented the idea of the National Bank, since he was known as the Secretary of Treasury.
- a) True
  - b) False

- 24) The French Revolution consisted of the British protesting against the French government.  
a) True  
b) False
- 25) Pickney's Treaty settled the border and trade disputes with Spain.  
a) True  
b) False
- 26) General Wayne was the General that was hired by George Washington to fight the Native Americans in the Northwest Territories.  
a) True  
b) False
- 27) The French Rebellion was known as the revolt against a tax on whiskey.  
a) True  
b) False
- 28) The Democratic-Republican party wanted to limit the power of the Federal Government.  
a) True  
b) False
- 29) John Adams was elected as President in 1796, making him the second US president.  
a) True  
b) False
- 30) Led by Jefferson and Madison, the Virginia and Kentucky Resolutions were created to appeal the Alien and Sedition Acts, and declared them as unconstitutional.  
a) True  
b) False
- 31) Write a five or more sentences about how foreign relations with France and Great Britain affected the U.S. between 1789-1800. I will be grading on how well you understand the foreign relations between France, Great Britain and the U.S.

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## CHALLENGES FOR A NEW NATION 1789-1800

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  - a) The Election Process
  - b) The Inauguration**
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  - c) Educational, War, and Court
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- 6) A certificate issued by a government for an amount of money that the government promises to pay back with interest is known as what?
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**c) Disputes between the US and Great Britain**  
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b) Blacksmiths  
c) Store Owners  
d) Alcoholics
- 14) Groups that help people get elected and shape policies are known as what?  
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c) Officials  
d) Mothers
- 15) What party supported the idea of a strong government, and supported industrial trade?  
a) Democratic Republicans  
b) Independents  
**c) Federalists**

d) Pizza Party

16) John Adams's first goal as president was to amend relations with what two countries?

a) Canada and Mexico

b) Germany and Spain

c) Italy and Russia

**d) United States and France**

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a) ABC Demand

b) The Hollow Trade

**c) XYZ Affair**

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b) Factories and Agriculture

c) Naval Fleet and Agriculture

d) Peacetime Army and the Naval Fleet

19) Laws, passed by a Federal-dominated Congress, to protect the opposition of the people against the government, were known as what?

**a) Alien and Sedition Acts**

b) Bi Standard Acts

c) No Child Left Behind

d) Discrimination Acts

20) The Sedition Act made many people mad, because it violated what two civil rights?

a) Right to Vote and Right to Bear Arms

b) Right to Bear Arms and Right to any Religion

c) Right to Vote and Women's rights

**d) Freedom of Speech and Freedom of Press**

21) After being sworn into office, most people of the United States admired George Washington and considered him a national hero.

**a) True**

b) False

22) George Washington appointed Abraham Lincoln as the nation's first Secretary of War.

a) True

**b) False**

23) John Adams presented the idea of the National Bank, since he was known as the Secretary of Treasury.

a) True

**b) False**

11/17/09

## **Accommodations Assignment**

### **Billy:**

To help Billy in the classroom, I would do many things. I notice that he is trying, and I will keep that into consideration. To help him with his homework, I will take about 5 minutes to go over the homework assignment to him. I will make sure he knows what I expect him to do for his homework. If problems still persist, I will try to get him a tutor to help him with his assignments, or I will help him myself. If there is ever extra time at the end of class, I may try to get him to read to me, to get some practice with reading. I will assist him with reading. To improve his participation in class, I will try to set up easier questions for him to answer. I could also tell Billy answers that I may ask for the next day; therefore, he could go home and look them up in the book. This will improve his confidence in front of the classroom.

### **Amy:**

To help Amy in the classroom, I will have to monitor her behavior carefully. To begin, I would seat her in a chair closest to my desk. I won't be secluding her from the rest of the class, but I will have her sit closer to me so I can monitor her more closely. I feel the most effective way to approach her behavior is to positively reinforce her good behavior as much as possible. If she is acting inappropriately, I will give her a subtle reminder that she will not be rewarded at the end of class or the end of the week. Rewarding her for doing her homework, may help as well. I may let the students work in groups to finish their homework; therefore, Amy will feel more obligated to finish her homework. To keep her focus in class, I will try to keep the class more hands-on to keep her interested.

### **Doug:**

To help Doug in the classroom, I will consider the situation very carefully. The situation of Doug being gay should not be the addressed topic. The most concerning situation is to protect Doug from harming himself. You can allow Doug to have regular visits to the guidance counselor. I can also make subtle gestures to him, making conversation. This will make him feel important. I can also allow group work to invite him into a more social setting, in which I pair him with the nicer, more inviting students of the class. This will include him in the class and allow him to feel included. I can get the class to get into groups and allow them to finish their homework early in class. This will give me a chance to monitor Doug and see if he does the work or not.

**Amanda:**

To reach Amanda's full potential in the class, I will have to make sure she has assignments that will allow her to keep learning in the classroom. I will see if she will want to teach a lesson with my assistance. This will force her to research and study about the certain topic, which will cause her to go into a further depth of learning about the certain subject. I will also come up with questions that pertain to the higher levels of Bloom's. I will use these questions in my lecture, which will give her a chance to answer more in depth questions, causing her to keep thinking. This will allow the other students to begin thinking on a higher level. Amanda can also be used as an in-class tutor. I will use her ability as an advantage in your classroom, not as a hindrance in the classroom.

**Ramon:**

Ramon's situation in the classroom is becoming more and more of a concern, and I will be sure to address it. The first task is to make sure that Ramon is understanding, what is being taught in the classroom. To improve Ramon's communication on a day-to-day basis, I will incorporate more cooperative groups within the lessons taught. This will allow Ramon to receive as much practice with communicating within the classroom as possible. Even I can converse with him whenever time permits. If I have a bi-lingual student, I will get them to help Ramon with understanding the English language. I can also work with his reading. Although he tells me that he will be moving to California in about nine weeks, I will still have to teach Ramon as if he were going to be there all year.