**Lesson Plan 1**

Name: Miss Karen

Grade level and subject: 5th History

Date: August 18, 2017, Friday (12:25-1:15)

**Instructional Goals:**

The student will…

* Get excited about learning history and using maps and binders.
* Become familiar with the features of their history books.

**Materials Needed**

* Binder and world map for each student
* Construction paper dividers, tabs, project folders for each student
* Materials to decorate front of binders
* Laminated world map for each student
* A few sample projects
* The Biggest Story

**Scope and Sequence of Lesson**

**Hook / Anticipatory Set**

* *Think about the world as it was when Adam and Eve left the garden. Close your eyes and imagine yourself as Adam or Eve. What do you see when you leave the garden? What do you have with you? What do you need? Open your eyes and tell me what you saw.* Discuss*.*
* *Think about how different the world is now. Name a few things that we have that Adam and Eve didn’t have. Here’s my question: How did we get from Adam and Eve’s kind of world to our kind of world?* Take student ideas.
* *One reason we study history is to see how the things we are familiar with came to be. We can be thankful that people in the past worked hard to get us to where we are today. But that is not the biggest reason to study history. Can anyone guess what that is?* Solicit a guess.
* *The biggest reason to study history is to learn about God. We look at history and ask: What was God doing in this story? What does God want us to learn from it?*

**Introduction**

* *This year in history, we will study how God helped His people to progress from the time they left the Garden of Eden until about 1500 years after Jesus came. Along the way, we will look at different countries and study what they are like today.*

**Teaching / Modeling**

* *Let’s start by looking at our history books*. Introduce students to its features.
  + Table of contents—tells where the chapters start
  + Index—gives page numbers for things we learned
  + Headings and subheadings—summarize the material in each section
  + Pictures and captions—give clues to important information
  + Bold and underlined text—important terms you want to remember
  + Chapter Checkups—study these in preparation for tests
  + Geography Facts and Continent Studies
  + *If you wanted to know where we study about India, where would you look*?
  + *Tell me which page we learn about dromedaries*. (word on bulletin board)
  + *Find the map of ancient Egypt*. *How did you find it?*
* *We will study quite a few maps this year*. Show GRM 3.
  + Introduce continents and oceans. Point out where we live.
  + Point to a continent or ocean and have students call out its name.
* Show GRM 1.
  + *Who knows what part of the world this is?*
  + *We will study this part of the world. It is called the Old World. In the time periods that we will study about, America wasn’t even discovered yet. Who discovered it? When Christopher Columbus discovered it, America became known as the New World, so that meant these continents were eventually called the Old World.*
* *Now that you know what you will study, let’s talk about how you will study it*.
  + Talk about requirements. Show a few projects we will make.
  + Talk about procedures. Practice having a discussion. Topic: *What do you think will be the most interesting thing you learn in history?*
* Introduce binders
  + You will get to decorate the front later.
    - All maps, CCUs, quizzes, loose papers or worksheets, study guides, and tests must be kept in here under the correct tab—**no throwing away!**
    - Hand out dividers and tabs for chapters 1-13.
    - Tape on tabs.
  + Hand out project folders
    - All projects must be kept in here until I say they may be thrown out!
  + Hand out world map
    - Laminated so you can write on them and erase to practice.
    - No scribbling on them or extra drawing.
    - If time, write the continents and oceans in their places and erase with tissues.
  + Discuss quarterly grade for binders. (grading policy)

**Guided practice**

* Fill up the remainder of the time by allowing students to make a front cover for their binder. When time is up, tell them they may finish in their spare time.

**Closure**

* While they are working, read the first chapter of The Biggest Story. If there is no time for the first chapter, merely introduce the book. *This book is going to show us very broadly what God was doing in the world. As we read it, you will get the big picture of history that will help you to connect all the little stories together. We will finish the book in art class and Bible class next week.*