**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

**Materials Needed:**

**Scope and Sequence of the Lesson**

**Introduction**:

LOOK at timeline -events happened from when to when

-same as last chapter

In this chapter we look at various reform movements

WHAT were some of the problems we discussed in last chapter

-plight of workers: poor wages, poor housing…

LOOK at picture on pg 168

-what is happening? *-a fight;* fair? -what do you notice

**Lesson:** (Verbal input and visual modeling)

**Corruption**

**-**in business

-special deals

-monopoly

-bribes

-in politics SEE carton (pg169)

-political “machines” run by bosses

Bois Penrose—PA; Israel Durham--Philly

-bribes

**Reformation**

-*citizens formed groups to fight back*

-newspapers

-elected reformers

-Philly

-Citizens Municipal Asso; Municipal League of Philly

-Robert Pattison stopped some corruption

-Pittsburgh

-George Guthrie worked to clean up

**Guided Practice:** (Teacher assisted Practice)

Make list of voc words; copy definitions of the ones in each day’s lesson

-do this throughout this chapter

**Closure:** (check for understanding)

What were the people called that thought they could change society for the better?

-progressives

**Independent Practice:** (Assignment-seat work/homework)

Quest #1-4; READ 166-173

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

\_\_\_\_\_\_ Classroom management skills

\_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

Something(s) I’d do differently, or do again if I taught this lesson another time: