**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: