**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**

**SCORE**

 REVIEW

**Introduction**:

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

 **Iroquois Conoy Nanticoke Shawnee**

Great Lakes (NY and N PA) Sus R NE Ohio R

-greatest influence (near Lancaster) Sus R

-five tribes *PRONOUNCE* -forced from MD -forced out by Iroquois

-longhouses surrounded by by white settlers

 palisades

-food shared

**Cornplanter**

-half-breed

 -fought with British in Rev War

 -sided w/ Americans

 -adopted white ways

 -later rejected

 -land eventually taken away

 *-had been given a reservation in N PA*

 *-WHY was it taken? -to make room for a dam and reservoir*

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

**ADD TO TR27**

-add Iroquois and 3 things about them

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**Closure:** (check for understanding)

 Begin TR27

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

READ 36-38; finish TR27; #6-10

**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: