**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date 10/11/10

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

-explain the Quaker influence on slavery

 -summarize the various groups of immigrants

**Materials Needed:**

**Scope and Sequence of the Lesson**

**Introduction**:

How many years did WP spend in PA? 3 yet had great influence

Today we look at the Quakers and various groups of people that came to PA

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

**Quakers**

 **-**slavery

 -introduced by Quakers

 -first to speak out against

 -may have included some former Mennonites

 -women (how were they different?)

 -travel w/o husbands, preach in church, earn money

**Immigration to PA**

 -most attractive to immigrants

 -religious toleration

 -abundant, reasonably-priced land

 -low taxes

 -no compulsory military service

 -invitations from William Penn

**Different groups**

 Indentured servants and Other Groups

 Quakers: English and Welsh

 Germans

 Scots-Irish

**Split students into 4 groups to summarize dif sections**

Summarize your section

 -make a list of the important points

 Why did they come?

 From where?

 Where did they settle?

 Contributions?

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

 **-What would make you emigrate to another country? (other than Canada and Mexico?)**

 -many people have done so throughout history

**Closure:** (check for understanding)

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

 -write paragraph

Day 2

**Introduction**:

 -have several students read what would possibly make them emigrate

 WRITE headings on b-board

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

Appoint a scribe from each group to write their points on the b-board

 **-make one person scribe**

 **-copy points onto b-board**

**Discuss each group**

**Reasons for emigrating** -if forced to teach in schools that homosexuality is normal

 -if illegal to discipline children or teach them about God

-if harassed to the point of not being able to hold a job, while offered peace and plenty in a foreign land

Is it good for Christians to leave places they are persecuted?

 -if time READ from VOM 09 Special Issue pg 6

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

**Closure:** (check for understanding)

 Collect emigration papers

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

 READ pg 57

**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