Subject: U.S. History to 1877
Grade Level: 11th grade
Time Estimate: 45-50 minutes

Unit: 1920s
Topic: “A Republican Decade” (section 1 in Ch.14)

Goal(s): - TLW understand who some of the people of the 1920s were who formed the government, and who the major political leaders were.
- TLW learn the basic aspects of communism and be able to define it’s basic elements.

Objective(s): - The student will understand different aspects of politics in the 1920s, and the different people that influenced the government at the time, and then analyze what aspects still remain in place today.
- The student will learn about the first Red Scare, and analyze how those in the U.S reacted to it at home.

TEKS: (5) B, (6) A,B

Materials/Resources/Technology needs:
• Powerpoint presentation
• “The Great Gatsby” audio book.
• Students will need their notebooks and writing utensils.
• Textbook pages 480-489

Instructional Procedures
Focusing Event: The class will begin as before with the reading of one or two chapters of the audio book “The Great Gatsby” following as always with a brief classroom discussion about the events of the book thus far. Then I will ask the students if they have any questions so far about the lecture from the previous day, or anything that they are expected to do on their projects that will be due shortly.

Teaching/ Learning Procedures:
1. After the Focusing question, I will begin the audio book and play it for about 15 minutes, hoping to get through at least a chapter or two. Students will read along with their books.
1. Following the reading, the students will take notes over the first section of Ch.14 through powerpoint lecture.
2. Students will then create a “Cause and Effect” chart illustrating the causes and effects of the first Red Scare, as said in the textbook, and the notes.
3. Students will share their ideas on the causes and effects of the first Red Scare with the class.
4. Students will finish the day with the defining of vocabulary words from that section.

Formative Check(ongoing or specific): Ongoing formative check. I will walk around the room while the students are reading along in their books to make sure that they are paying attention. I will also walk around the room while they are doing their cause and effect charts to make sure that they have understood the concept.

Reteach (alternative used as needed): If the students have any more questions about causes and effects, or about the Red scare in general, I will try and take an extra couple of minutes during the next class day to help them understand better. I could perhaps use a game or activity as an incentive for them to want to learn the information.
Closure: In closing, I will have the group shut their notes and define for me some of the key words and definitions they had to have written down, as well as some basic concepts. This will show whether they had learned the information or not.

Assessment/Summative Evaluation: All of this material will be present on the next week’s quiz and on the next scheduled test, so I will be able to assess how much information the students comprehended at that time, based on the number of incorrect/correct answers.

Modifications/Notes: ELL: The student will be able to be paired up with another student in order to understand the information better.
GT: The student might look up some more information on other aspects of communism and perhaps some reasons why the Americans were so afraid.
Special Ed: The student would be assisted by me and perhaps might be paired up with another student who could help them.