

Behaviorist Lesson Plan: Lighting the Fuse	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Anticipatory Set	
How will I get students' attention and focus their learning?	Show "Domino Chain Reaction" video (1 min). https://www.youtube.com/watch?v=y97rBdSYbkg DQ: How was it possible for the tiny domino to knock over the largest domino? DQ: Same way, wars don't just appear out of thin air. There are always events that lead up to them. What could be some things that would lead up to a war? (5 minutes)
Objective and Purpose	
State the ABCD learning objective (s) and the purpose for learning. How many do I need?	<ul style="list-style-type: none"> ● Students will be able to identify the key events that led up to the Civil War and effectively analyze the impact of such events. ● Students will be able to discuss the cause and effect of major events and explain how they raised tension in the country, which they will display through the Powder Key worksheet.
Input/direct instruction	
What kind of information must I provide so that students can meet the objective?	<p>Teach "Lighting the Fuse" Powerpoint, which covered six major events that led up to the Civil War.</p> <ul style="list-style-type: none"> ● The Missouri Compromise <ul style="list-style-type: none"> ○ DQ: What could be some effects of using a law like this to draw a line through a country? ● Nat Turner's Rebellion ● Bleeding Kansas <ul style="list-style-type: none"> ○ DQ: What could be some possible benefits or some problems with having this policy of "popular sovereignty" ● Dred Scott v Sanford ● John Brown's Raid <ul style="list-style-type: none"> ○ DQ: Do you think John Brown was a terrorist or a patriot? What might be some times when doing the right thing means breaking the law? ● Lincoln's Election <p>Students will follow along and fill out guided notes as we move through the lesson. (30 minutes)</p>
Modeling (I Do)	

What ways might I show the students the process or skill? What errors and misunderstandings do I anticipate ? How might I correct them?	During the lesson, there will be three times that we stop for discussion about the content (see DQ's). This is a great way to informally gauge their learning as well as help guide them through misunderstandings/misconceptions.
Checking for Understanding	
How will I monitor their progress? Will this be informal or formal? Individual or whole group?	During the lesson, there will be three times that we stop for discussion about the content (see DQ's). This is a great way to informally gauge their learning as well as help guide them through misunderstandings/misconceptions.
Guided Practice (We Do)	
What kinds of practice problems might I provide for the skills being taught? How can I organize them so they vary in complexity?	During the lesson, there will be a Venn Diagram on the blackboard. The three circles will be labeled, Political, Social, and Economic. After each of the discussed event, through discussion, we will determine the placement of each events in either Political, Economic, Social, Political/Economic, Political/Social, Economic/Social, Political/Economic/Social. After the lesson: DQ- Based on this diagram, what issue was the most influential in starting the Civil War? (Ans: Slavery)
Independent Practice (You Do)	
What kinds of work should students practice independently toward mastery? Will this be done in class or for homework?	Students will pair up to complete the "Powder Keg" Worksheet. The Powder Keg Worksheet has a diagram of a powder keg, with 6 blank lines in it where they will fill in the six major events that we discussed in the lesson. It also has 6 W questions to answer about one of the events discussed: <ul style="list-style-type: none"> ● What happened during this event? ● Who were the people involved? ● When did this event happen? ● Where did this event happen? ● Why do you think this event raised tension in the country? ● How would you react to this event if you were living in the time period? With any remaining time in class, students can work on their Historical Heads posters in groups. Students will turn in their worksheets as they leave class. (15 min)
Notes: Standards: <ul style="list-style-type: none"> ● Students will be able to identify the key events that led up to the Civil War and effectively analyze the impact of such events. ● Students will be able to discuss the cause and effect of major events and explain how they raised tension in the country, which they will display through the Powder Key worksheet. Materials: For this lesson, I'll need access to a large printer that can print out the Historical Heads templates, as well as colored pencils & markers for students to fill them in.	

Time and Space: The lesson is planned for 50 minutes, and it will take place in the classroom.