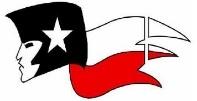
**Teacher**: Hoffner, Guest, Long, Marchbanks **Subject**: USHistory 

**6 Weeks**: 2 **Dates**: 10/10-10/14

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes – Times -**  **Reflection:** | **Learning Targets**  No School! |  |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** | **Unit/Bundle** | **Strategies** |
|  |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
|  | |
| **Tuesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes - Times -**  **Reflection:** | **Learning Targets**  Students will analyze primary sources and events leading up to the Battle of Lexington and Concord. | 8.15C | Audio  PPT  Video |
| **Warm up/Hook/Connections**  Patrick Henry Audio |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Students will follow along while the Patrick Henry audio is played. Students will then work collaboratively with a partner to identify grievances discussed in the speech. Follow the discussion of Patrick Henry’s speech, the teacher will have the students watch a video and take notes over the Battle of Lexington and concord. | **Unit/Bundle** | **Strategies** |
| **2:2** | **Kagan Partner Share** |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)**  Formative assessment question: What are some examples of grievances discussed in Patrick Henry’s speech which eventually led to the Battle of Lexington and Concord. |
| **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
| Speaking, Listening, Reading, Writing | |
| **Wednesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will identify and explain the roles and contributions of significant people leading up to the Revolution. | 8.4B, 8.20B, 8.23E | PPT |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Students will complete a teacher led stop-draw-summarize over important people. Students will then do a stand up, hand up, pair up to summarize with a partner the contributions of each person. | **Unit/Bundle** | **Strategies** |
| 2:2 | Kagan |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
|  | **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
| **Listening, Speaking, Reading, Writing** | |
| **Thursday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will discuss the second continental congress and the significance of the year 1776. | 8.1C | PPT |
| **Warm up/Hook/Connections**  Review significant people |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will provide direct instruction over the Second Continental Congress and intro the Declaration of Independence. | **Unit/Bundle** | **Strategies** |
| 2:2 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will analyze primary source quotes and match them with the corresponding explanations. | **ELPS (LSWR)** | |
| **Listening, Speaking, Reading, Writing** | |
| **Friday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes -**  **Times -**  **Reflection:** | **Learning Targets**  Students will analyze the different parts of the Declaration of Independence and create their own version. | 8.15C | Break Up Letter Worksheet |
| **Warm up/Hook/Connections**  Taylor Swift “We Are Never Getting Back Together”  Discussion |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will review important aspects of the Declaration of Independence. Students will then work together to analyze different parts of the Declaration. | **Unit/Bundle** | **Strategies** |
| 2:2 | Partner Share |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will create their own version of the Declaration of Independence from England by creating a break up letter. After completing, students will partner share. | **ELPS (LSRW)** | |
| Listening, Speaking, Reading, Writing | |