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

**6 Weeks**: 2 **Dates**: 10/17-10/121

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| **Monday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes – Times -** **Reflection:** | **Learning Targets**Students will identify grievances the colonists listed in the Declaration of Independence. | 8.15C |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** Teacher will lead the class in a quick review over the Declaration of Independence. Teacher will then show the “Apologize” History Parody. Students will work with a partner to complete the analysis form of the video. | **Unit/Bundle** | **Strategies** |
| 2:2 | Partner Share |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** |
| Speaking, Listening, Reading, Writing  |
| **Tuesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials**  |
| **Notes - Times -** **Reflection:** | **Learning Targets**Students will analyze important events of the Revolutionary War and explain the influence of the environment. | 8.1A, 4.B |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** Teacher will lead a brief discussion of important battles of the revolution and watch related videos. | **Unit/Bundle** | **Strategies** |
| **2:2** |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**Students will read information about the important battles from a secondary source and takes notes. | **ELPS (LSRW)** |
| Speaking, Listening, Reading, Writing  |
| **Wednesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-****Times -** **Reflection:** | **Learning Targets**Students will synthesize information and create a graphic organizer. | 8.1A, 8.4C, 10.C | Illustrated timeline |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** Teacher will lead the class in a short review of the battles discussed on Tuesday.  | **Unit/Bundle** | **Strategies** |
| 2:2 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
|  | **Student Independent Practice (YOU DO)**Students will use the information they gathered Tuesday to create an illustrated timeline of the major battles of the American Revolution. | **ELPS (LSRW)** |
| **Listening, Speaking, Reading, Writing** |
| **Thursday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-** **Times -** **Reflection:** | **Learning Targets**Students will describe the major causes and effects of the American Revolution | 8.1A | Notes |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** Students will work in groups to sort major events, people, and concepts which are causes of the American Revolution into Political, Economic, and Social categories.Teacher will lead the class in a discussion about the political, economic, and social effects of the American Revolution | **Unit/Bundle** | **Strategies** |
| 2:2 | Kagan Strategies |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  | **ELPS (LSWR)** |
| **Listening, Speaking, Reading, Writing** |
| **Friday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes -****Times -** **Reflection:** | **Learning Targets**Students will identify major concepts, events, and people of the American Revolution |  |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  | **Unit/Bundle** | **Strategies** |
| 2:2 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)** Test | **ELPS (LSRW)** |
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