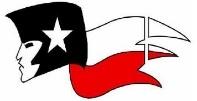
**Teacher**: Hoffner, Guest, Long, Marchbanks **Subject**: USHistory 

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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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