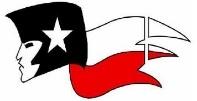
**Teacher**: Hoffner, Guest, Long, Marchbanks **Subject**: USHistory 

**6 Weeks**: 2 **Dates**: 10/3-10/7

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes – Times -**  **Reflection:** | **Learning Targets**  Students will explain the impact of the French and Indian War. | 8.1A, 8.4A | PPT |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Stand up, hand up, pair up review of the French and Indian War.  Teacher will lead class in a 15 minute power lesson about British Taxation following the French and Indian War. | **Unit/Bundle** | **Strategies** |
| 2:1 | Kagan |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will write about the American Colonists’ reaction to the British Taxes | **ELPS (LSRW)** | |
| Listening, Speaking, Reading, Writing | |
| **Tuesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes - Times -**  **Reflection:** | **Learning Targets**  Students will analyze issues and events leading up to the American Revolution through secondary sources | 8.1A, 8.4A | PPT  Article |
| **Warm up/Hook/Connections**  America the Story of Us video |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will lead the class in a discussion/notes over the Boston Massacre, Boston Tea Party, and the Intolerable acts.  Students will work with a partner and analyze an article about the Boston Massacre. | **Unit/Bundle** | **Strategies** |
| **2:1** |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
| Listening, Speaking, Reading, Writing | |
| **Wednesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will analyze issues and events leading up to the American Revolution through primary and secondary sources | 8.1A,8.4A, 8.21A | Primary and Secondary Sources |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will review with students the information discussed on Tuesday. | **Unit/Bundle** | **Strategies** |
| 2:1 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
|  | **Student Independent Practice (YOU DO)**  Students will work with a partner to analyze primary and secondary sources around the Boston Massacre and Boston Tea Party. | **ELPS (LSRW)** | |
| Listening, Speaking, Reading, Writing | |
| **Thursday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will sequence and analyze events leading to the American Revolution. | 8.1A, 8.4A, 8.29B | A Storm is Brewing cards |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Students will participate in the “A Storm is Brewing” while analyze and sequencing the events leading to the American Revolution. | **Unit/Bundle** | **Strategies** |
| 2:1 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will create a timeline in their spiral of the events leading to the American Revolution. | **ELPS (LSWR)** | |
| Listening, Speaking, Reading, Writing | |
| **Friday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes -**  **Times -**  **Reflection:** | **Learning Targets**  Students will identify and explain the point of view of American Colonists | 8.1A,8.4A,8.29D |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will lead the class in a discussion of the rubric and writing assessment. | **Unit/Bundle** | **Strategies** |
| 2:1 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will complete a writing assessment. | **ELPS (LSRW)** | |
| Listening, Speaking, Reading, Writing | |