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| **Northeast High School Lesson Plan**  **Topic**: Dolley Madison, The White House and The War of 1812 | | | | **Teacher**: Eleanor Forstater | | |
| **Subject**: American History | | |
| **Week of**: 10/30/17 – 11/3/17 | | |
| **Students will engage in: (check all that apply)** | | | | | |  |
| x Do Now | x Guided Lecture | ☐ KWL | ☐ Revision/Peer Revision | | ☐ I-Search | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Ticket Out The Door | x Active Reading | x Jigsaw | x Type 1-5 Writings | | x Tech. Integration | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Pair/Share | ☐ Word Splash | ☐ Previewing/Predicting | ☐ Literature Circle | | ☐ Lab | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Enduring Understanding:** | | | | | |  |
| **Materials/Resources:** | | | | | |  |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 |
| **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H |
| **Objective (SWBAT…IOT):**  **SWBAT** describe the activity and action at the White House on August 23 & 24, 1814; characterize the tone that Mrs. Madison used in describing the events; describe the importance of saving the George Washington portrait as a national icon **IOT** discuss the destruction of the White House as a symbolic gesture by the British | **Objective (SWBAT…IOT):**  **SWBAT** reflect on the value of records left by public figures who participate in major events **IOT** discuss the importance of letters as historical documents and discuss ways that they be altered over time. **SWBAT** list the pros and cons of the contemplated removal of the seat of government from Washington following the destruction of the Capitol, White House and Treasury Building. **SWBAT** describe the role of first lady and characterize the evolution of that “job” | **Objective (SWBAT…IOT):**  **SWBAT** identify the differences between the various women who have held the position of First Lady at the White House. | **Objective (SWBAT…IOT):**  **SWBAT** analyze how John Marshall strengthened the Supreme Court and evaluate how nationalism affected the nation’s foreign policy after the War of 1812. **IOT** identify how Americans developed powerful feelings of patriotism and national unity after the War of 1812. | **Objective (SWBAT…IOT):**  **SWBAT** examine the changes that took place in transportation in the early 1800’s. **SWBAT** discuss how the Industrial Revolution changed methods of production. **IOT** explain how new manufacturing techniques reshaped the organization of the American workforce. |
| **Before**: ***Do Now:***  Looking at a portrait of Dolley Madison, complete the following: Briefly describe the woman in the portrait. Are you able to get a sense of the type of woman that she is? Her personality? Her role or class? Share with the class.  ***General and Domain Specific Vocabulary Words:***  ***Physical Destruction***  ***Emotional Destruction***  ***Symbolic Destruction*** | **Before**: ***Do Now:***  Share with the class your response to the Exit ticket activity from Monday.  ***General and Domain Specific Vocabulary Words:***  Prominent  Contemporary | **Before**: ***Do Now:***  Students will prepare to give their presentations of yesterday’s classwork.  ***General and Domain Specific Vocabulary Words:*** | **Before**: ***Do Now:***  Answer the following questions:  Do you think Americans today are patriotic? If so, how do Americans show their patriotism? If not, why do you think Americans lack patriotism?  ***General and Domain Specific Vocabulary Words:***  Era of Good Feelings  John C. Calhoun  Revenue tariff  Protective tariff  John Marshall  Kinache  Adams-Onis Treaty  Quadruple Alliance | **Before**: ***Do Now:***  How did the Monroe Doctrine reinforce President Washington’s foreign policy goals?  ***General and Domain Specific Vocabulary Words:***  National Road  Robert Fulton  Industrial Revolution  Francis C Lowell  Eli Whitney  Interchangeable parts  Samuel F.B. Morse  Labor union  strike |
| **During**: ***Teacher Model:***  Video: History Channel – The Burning of Washington DC (1814): <https://www.youtube.com/watch?v=uxmYkyqdoNI>  ***Guided Practice:***  Read Dolley Madoson’s letter to her sister. Complete question prompts.  ***Cooperative Practice (Groups/Pairs):***  In pairs: Make a list of the most significant information the letter provides, using prompts to guide the activity. | **During**: ***Teacher Model:***  Laptops will be issued, students will log onto https://www.whitehousehistory.org/the-first-ladies-timeline  Students (pairs) will choose two first ladies from the list provided.  ***Guided Practice:***  Students (pairs) will read the biographies of the two first ladies that they chose.  ***Cooperative Practice (Groups/Pairs):***  Students (pairs) will make a list of the activities that the two first ladies they just read about were involved in their formal capacity. They will then create a chart that compares these activities to those of Dolley Madison.  They will create a slide to add to the Classroom Google Slide Presentation demonstrating the comparison. | **During**: ***Teacher Model:***  ***Guided Practice:***  ***Cooperative Practice (Groups/Pairs):***  Students will present to the class a brief summary of the first lady that they compared to Dolley Madison and the comparison slide that they created. | **During**: ***Teacher Model:***  I will go over an outline format that the students will use to read the text: Chapter 7, Section 1 on American Nationalism  ***Guided Practice:***  Students will read pages 240 – 244 and complete the outline for their notes.  ***Cooperative Practice (Groups/Pairs):***  Based on the reading, students will answer class discussion questions. | **During**: ***Teacher Model:***  We will as a class discuss the effect that transportation has on our everyday lives.  ***Guided Practice:***  Students will create a chart in their notebooks: Industrialists and Inventors/Development or Invention.  As they read information provided to them summarizing the Chapter focusing on Early Industry, they will complete the chart.  ***Cooperative Practice (Groups/Pairs):***  Students will answer questions based on an assigned reading |
| **After *(Independent Practice)***:  Read the letter to Mrs. Benjamin Latrobe. Compare this letter’s contents to the letter to Mrs. Madison’s sister. Answer provided questions.  ***Exit Ticket:***  Which letter is more “emotional”? “Personal”? | **After *(Independent Practice)***:  Students will information to the Classroom Google Slide. Students must include their group participant names to their slide for grading.  ***Exit Ticket:***  Students will return all materials to their proper place. | **After *(Independent Practice)***:  ***Exit Ticket:*** | **After *(Independent Practice)***:  ***Exit Ticket:***  Look at the picture of Osceola on page 243. What elements of this picture indicate that he was very accustomed to European culture? | **After *(Independent Practice)***:  ***Exit Ticket:***  Why did early labor unions have little success? |
| **Homework Assigned**:  Imagine being in Mrs. Madison’s position. How do you think you would react under similar circumstances? Be prepared to share in class for do now on Tuesday. | **Homework Assigned**:  •A first lady's work is exciting and challenging, yet the president's wife is not elected to the post nor is she paid for her efforts. Based on what you know about the achievements of first ladies, today and in the past, write a job description for the "position". Go further and describe the desirable qualifications for a first lady.  Upload to classroom. | **Homework Assigned**:  •Make a list of the reasons for and against keeping the federal government in Washington after the fire destroyed so many buildings and livelihoods.  •After creating the list, characterize the reasons as political, economic, psychological, and/or symbolic  •Consider what might have happened to the nation had the capital moved to another city, such as New York or Philadelphia | **Homework Assigned**:  None | **Homework Assigned**:  None |
| **Common Core Standards by Day:**  **8.1.U.A – Evaluate patterns of continuity and change over time, applying context of events**  **8.1.U.B. – Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.**  **8.1.W.B. – Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.**  **8.1.U.C. – Analyze, synthesize and integrate historic data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research**  **8.1.W.C. – Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources**  **8.3.U.A. – Compare the role groups and individuals played in the social, political, cultural, and economic development of the US**  **8.3.U.B – Compare the impact of historical documents, artifacts, and places which are critical to the US** | | | | |