|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Northeast High School Lesson Plan**  **Topic**: Settling the West | | | | **Teacher**: Eleanor Forstater | | |
| **Subject**: American History | | |
| **Week of**: 11/6/17 – 11/10/17 | | |
| **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:** | | | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 events that occurred during the Westward Expansion **IOT** understand the hardships suffered by those traveling West. | **Objective (SWBAT…IOT):**  **SWBAT** | **Objective (SWBAT…IOT):**  **SWBAT** examine the changes that took place in transportation in the early 1800’s. **SWBAT** describe how the Industrial Revolution changed methods of production. **IOT** explain how new manufacturing techniques reshaped the organization of the American workforce. | **Objective (SWBAT…IOT):**  **SWBAT** explain why cotton dominated the Southern economy **IOT** to describe the social classes in the South. | **Objective (SWBAT…IOT):**  **SWBAT** |
| **Before**: ***Do Now:***  Students will list the reasons why Americans wanted to travel Westward.  ***General and Domain Specific Vocabulary Words:*** | **Before**: ***Do Now:***  ***General and Domain Specific Vocabulary Words:*** | **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 | **Before**: ***Do Now:***  Students will list the types of jobs they are expected to do on a daily basis. How they spend their leisure time, if they have any? Share with class.  ***General and Domain Specific Vocabulary Words:***  Cotton gin  Planter  Yeoman farmers  Task system  Gang system  Driver  Frederick Douglas  Slave codes  Denmark Vesey  Nat Turner | **Before**: ***Do Now:***  ***General and Domain Specific Vocabulary Words:*** |
| **During**: ***Teacher Model:***  ***Guided Practice:***  Students will watch Episode 3 of the America: The Story of Us – Westward.  ***Cooperative Practice (Groups/Pairs):*** | **During**: ***Teacher Model:***  ***Guided Practice:***  ***Cooperative Practice (Groups/Pairs):*** | **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):*** | **During**: ***Teacher Model:***  Students will listen to songs that were sung by enslaved African Americans. We will discuss why these songs were important to their culture.  ***Guided Practice:***  Complete chapter reading and questions.  ***Cooperative Practice (Groups/Pairs):*** | **During**: ***Teacher Model:***  ***Guided Practice:***  ***Cooperative Practice (Groups/Pairs):*** |
| **After *(Independent Practice)***:  Students will complete a Video Guide that corresponds to the video.  ***Exit Ticket:***  Students will share one thing that they learned from the video that they did not know before. | **After *(Independent Practice)***:  ***Exit Ticket:*** | **After *(Independent Practice)***:  Students will answer questions based on an assigned reading  ***Exit Ticket:***  Why did early labor unions have little success? | **After *(Independent Practice)***:  ***Exit Ticket:***  Did cotton farming change life in the South? How? | **After *(Independent Practice)***:  ***Exit Ticket:*** |
| **Homework Assigned**:  None | **Homework Assigned**: | **Homework Assigned**:  Students will create an info-graph describing the changes in transportation beginning in the early 1800’s til today. | **Homework Assigned**:  Find another song related to the enslaved African Americans to share with class. If possible also find the lyrics. | **Homework Assigned**: |
| **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**  **8.3.U.A. – Compare the role groups and individuals played in the social, political, cultural, and economic development of the US** | | | | |