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| **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:**  |  |

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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 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 RoadRobert FultonIndustrial RevolutionFrancis C LowellEli WhitneyInterchangeable partsSamuel F.B. MorseLabor unionStrike | **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 ginPlanterYeoman farmersTask systemGang systemDriverFrederick DouglasSlave codesDenmark VeseyNat 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** |