**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: August 26-30, 2024 Subject: Social Studies (Reteach) Period: Sixth

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| **Alabama CCRS/COS Standards:**   * E-G-7 Describe the relationship between locations or resources and patterns of population distributions. * G-H-11 Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs. |

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| **Outcome(s)/Objective(s)/I can statement:**   * **Describe the relationship between locations and patterns of population distributions.** * **Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.** |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program: www.studiesweekly.com\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* historian
* primary source
* secondary source

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How does asking questions about history help us? Why do we use primary and secondary sources to help us learn? Why are multiple perspectives important? | How does asking questions about history help us? Why do we use primary and secondary sources to help us learn? Why are multiple perspectives important? | How does asking questions about history help us? Why do we use primary and secondary sources to help us learn? Why are multiple perspectives important? | How does asking questions about history help us? Why do we use primary and secondary sources to help us learn? Why are multiple perspectives important? | How does asking questions about history help us? Why do we use primary and secondary sources to help us learn? Why are multiple perspectives important? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | I can describe the relationships between locations and patterns of population distributions. I can interpret various primary sources for constructing the past including documents, letters, diaries, maps, and photographs. | I can describe the relationships between locations and patterns of population distributions. I can interpret various primary sources for constructing the past including documents, letters, diaries, maps, and photographs. | I can describe the relationships between locations and patterns of population distributions. I can interpret various primary sources for constructing the past including documents, letters, diaries, maps, and photographs. | I can describe the relationships between locations and patterns of population distributions. I can interpret various primary sources for constructing the past including documents, letters, diaries, maps, and photographs. | I can describe the relationships between locations and patterns of population distributions. I can interpret various primary sources for constructing the past including documents, letters, diaries, maps, and photographs. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Picture Walk | Review with Post Its | Review with Post Its | Review with Post Its | Review with Post Its | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Unit: Civics and Government  Week 2 Sources  Article 1: Thinking Like a Historian  Article 2: Primary and Secondary Sources | Unit: Civics and Government  Week 2 Sources  Article 3: Types of Sources  Article 4: How Do We Examine Sources? | Unit: Civics and Government  Week 2 Sources  Article 5: Multiple Perspectives  Article 6: Life For Children in the 1920’s | Unit: Civics and Government  Week 2 Sources  Review of Articles 1-6   * Well-Being Questions * Let’s Write Assignment | Unit: Civics and Government  Week 2 Sources Test | |
| Small Groups | | Graphic Organizer:  Primary Pieces | Nine sentence Strips with one question from the graphic in the article listed on each one | Graphic Organizer:  Compare and Contrast Like a Historian |  |  | |
| *After/Homework* | | Read Week 2 Paper | Read Week 2 Paper | Read Week 2 Paper | Read Week 2 Paper |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: