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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: March 10-14** | | | | | | | |
| **ACOS Standard:**  10.11 Evaluate the impact of American social and political reform on the emergence of a distinct culture.  10.12 Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. | | | | | | | |
| **Student Friendly Outcome: I can explain the impact of different social and political reforms prior to the Civil War.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 6**  **Vocabulary** | **Module 5**  **Social Reform PP w/guided notes** | | | **Module 5**  **Social Reform Gallery Walk** | **Module 5**  **Social Reform ESPN** | | **Module 5**  **Social Reform ESPN** |
| **Phase I: Before the Lesson**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document Analysis** | | **Student Engagement/Look Fors**  **Students are actively discussing the given question/prompt. Students are listening to their peers as they discuss with one another.** | | | **Assess/Evaluate**  **Teacher Observation**  **Group Participation** | | |
| **Phase II: During the Lesson**  **Students will define vocabulary associated with the standard.**  **Students will describe the different social and political reforms prior to the civil war**  **Students will examine**  **the different social and political reforms prior to the civil war**  **Students will identify the economic, social, political, and environmental impact of social reforms prior to the civil war.**  **Students will**  **identify the economic, social, political, and environmental impact of social reforms prior to the civil war.** | | **Student Engagement/Look Fors**  **Students are actively reading the text provided. Students are discussing with peers, while actively listening. Students are actively writing responses from the text they are investigating.** | | | **Assess/Evaluate**  **Teacher observation**  **Group participation**  **Module Assessment** | | |
| **Phase III: After the Lesson**  **Quick Write**  **Quick Write**  **$5 summary**  **Quick write**  **3-2-1** | | **Student Engagement/Look Fors** | | | **Assess/Evaluate**  **Teacher observation**  **Group participation**  **Class work**  **Exit Ticket** | | |
| **Lesson Modifications** | | | | | | | |
| **RTI/PST (Students who need more help):**  **Additional one on one instruction, small group instruction, peer teaching, retake quizzes/test** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First I need to…..**  **Define vocabulary associated with the standards.**  **Identify locations on a map of the U.S**  **Understand the function of government.** | | | **I am able to…**  **10.11 Evaluate the impact of American social and political reform on the emergence of a distinct culture.**  **10.12 Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.** | | | **I apply by…**  **Explaining the impact of different social and political reforms prior to the Civil War** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
|  | | | | | | | |
| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |