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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: February 10-14** | | | | | | | |
| **ACOS Standard:**  9.9 Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.  9.10 Describe the influence of urbanization on the Western World during the nineteenth century. | | | | | | | |
| **Student Friendly Outcome: I can identify the causes and effects of urbanization in Europe.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 20**  **Inventor Cards** | **Module 20**  **5-4-3-2-1**  **Urbanization** | | | **Module 20**  **ESPN Chart** | **Module 20**  **ESPN Chart** | | **Module 20**  **Standard Assessment** |
| **Phase I: Before the Lesson**  **Think-Pair-Share**  **Think-Pair-Share**  **Chart Analysis**  **Chart Analysis**  **Map Activity** | | **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 examine the invention of the Industrial Revolution**  **Students will identify the causes and effects of the industrial revolution**  **Students will classify the causes and effects of urbanization in an ESPN Chart**  **Students will classify the causes and effects of urbanization in an ESPN Chart**  **Students will take an assessment on the standards** | | **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** | | |
| **Phase III: After the Lesson**  **$5 summary**  **Quick Write**  **True/False**  **$5 summary**  **Postcards from the Edge** | | **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** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First, I need to….**  **Define vocabulary associated with the standards.**  **Understand ideas and beliefs that influenced political decisions** | | | **I can…**  **Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.** | | | **I apply by…**  **Locating Latin American countries and comparing revolutions in Latin America.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
|  | | | | | | | |
| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary. Complete assignments that were not finished in class.** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |