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| ***Teacher’s Name: Hailey Tarver*** |
|  **Domain U.S History I**  |
| **Date Range: February 10-14** |
| **ACOS Standard:** 10.7 Describe causes, courses, and consequences of United States’ expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails. 10.8 Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. |
| **Student Friendly Outcome: I can describe the causes and effects of Westward Expansion in the United States prior to the Civil War.**  |
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Module 5****Oregon Trail Game Activity** | **Module 5****ESPN Chart** | **Module 5****Westward Expansion Map** | **Module 5****Westward Expansion Map** | **Module 5****Westward Expansion Map** |
| **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 analyze the conditions of the western trails by playing the Oregon Trail video game and completing an analysis sheet.****Students will investigate economic, social, political, and environmental causes and effects of Westward Expansion****Students will examine the changes caused by Westward Expansion by creating a map.****Students will examine the changes caused by Westward Expansion by creating a map.****Students will examine the changes caused by Westward Expansion by creating a map.** | **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****True/False question****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…****10.7 Describe causes, courses, and consequences of United States’ expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.** **10.8 Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.** | **I apply by…****Creating a map that shows the growth of the United States prior to the American Civil War.** |
| **Inclusion Notes:**  |
| **Gifted Notes:**  |
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| **Lesson Extensions/Resources** |
| **Homework:** **Review notes and vocabulary** |
| **Field Trips/Project:**  |
| **Materials:** **American History textbook** |
| **Reflections** |
| **Lesson Improvement?** |
| **Outcome(s) met?** |