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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: October 21-25** | | | | | | | |
| **ACOS Standard:**  9.5 Describe the rise of absolutism and constitutionalism and their impact on European nations. | | | | | | | |
| **Student Friendly Outcome: I can explain the influence of absolutism and constitutionalism in European countries.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 17**  **Absolutism in Europe Research Poster** | **Module 17**  **Absolutism in Europe Gallery Walk with notes** | | | **Module 17**  **Document Analysis** | **Module 17**  **ACT WorkKeys Practice** | | **Module 17**  **Checkpoint Quiz Notebook Check** |
| **Phase I: Before the Lesson**  **Think-Pair-Share: What is the purpose of government?**  **ACT WorkKeys Lesson**  **Chart Analysis**  **ACT WorkKeys Lesson**  **Chart 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**  **Research Poster: Students will be assigned a specific Monarch from Europe. Students will complete a research poster on Monarch by following the rubric.**  **Gallery Walk: Students will view the research posters completed by their classmates and complete the guided notes worksheet.**  **Document Analysis: Students will analyze a document on the teachings of Thomas Hobbes and John Locke. Students will fill in the note sheet.**  **Students will complete ACT WorkKeys Practice on blooket**  **Students will submit their notes for a notebook check. Students will take a vocabulary check quiz.** | | **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**  **One thing I….**  **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** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First I need to…..**  **Define vocabulary associated with the standards.**  **Understand ideas and beliefs that that influenced political decisions in Europe** | | | **I can…**  **Describe the rise of absolutism and constitutionalism and their impact on European nations.** | | | **I apply by…**  **Examining the differences in absolute and constitutional monarchies.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
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| **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?** | | | | | | | |