**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: August 19-23, 2024 Subject: Social Studies 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.**
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[ ]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  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 GovernmentWeek 2 SourcesArticle 1: Thinking Like a HistorianArticle 2: Primary and Secondary Sources | Unit: Civics and GovernmentWeek 2 SourcesArticle 3: Types of SourcesArticle 4: How Do We Examine Sources? | Unit: Civics and GovernmentWeek 2 SourcesArticle 5: Multiple PerspectivesArticle 6: Life For Children in the 1920’s | Unit: Civics and GovernmentWeek 2 SourcesReview of Articles 1-6* Well-Being Questions
* Let’s Write Assignment
 | Unit: Civics and GovernmentWeek 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):** [x] Class work [ ] Notebook [ ] Homework [ ] Quizzes [ ] Tests [ ] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other:

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