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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: November 4-8** | | | | | | | |
| **ACOS Standard:**  10.3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence. | | | | | | | |
| **Student Friendly Outcome: I can recognize and compare the economic, geographical, social, and political differences of early New England, Middle, and Southern colonies.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 2**  **Effects of the American Revolution on different groups** | **Module 2**  **Justifying Independence Analysis and Writing Activity** | | | **Module 3**  **Justifying Independence Analysis and Writing Activity** | **Module 3**  **Justifying Independence Analysis and Writing Activity** | | **Module 3**  **Justifying Independence Analysis and Writing Activity** |
| **Phase I: Before the Lesson**  **Chart Analysis**  **Chart Analysis**  **Chart Analysis**  **Chart Analysis**  **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**  **Student analyze the effects of the American Revolution on different groups.**  **Students will analyze primary sources to determine if the American Revolution was justified or not.**  **Students will analyze primary sources to determine if the American Revolution was justified or not.**  **Students will analyze primary sources to determine if the American Revolution was justified or not.**  **Students will analyze primary sources to determine if the American Revolution was justified or not.** | | **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.**  **Locate the different colonial regions and colonies within them.**  **Understand the social and economic influences on political decisions.** | | | **I am able to…**  **Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.** | | | **I apply by…**  **Evaluating the effect that political decisions had on different groups during the American Revolution.** | |
| **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?** | | | | | | | |