

Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26

Teacher: Bianca Woodard **Subject:** Social Studies

Course: US History

Grade: 11th

Dates: 8/25-8/29

Standard: SSUSH2, A

Assessment:

☒ Group Discussion










☐ 3-2-1

☒ Journaling*

☒ Exit Ticket

☐ Parking Lot

☐ Nearpod

Pre-Teaching		Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 minutes)
 Learning Target  Success Criteria 1  Success Criteria 2		• Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	• Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	• Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	• Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	• Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	• Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday	 I will review all of the concepts from Unit 2 in US History	Students will log into quizlet.com/live for review	Teacher will explain how the game works for review- students are grouped with one question but on ly one student has the correct answer. It forced collaboration		Students will Students will 4-5 rounds of the game		Closing How will you study for the test tonight?
	 I can review and do well on my Unit 2 test						
							
Tuesday	 I will learn how to create my own success targets and how to analyze a graphic in the textbook		Teacher will give rules of engagement for the Unit 2 Test			Students will take the test At the close of the test, students will create their own success targets and analyze maps on pages 36-37 of the text book	
	 I can analyze maps and create my own success targets						
							









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Wednesday	 I will learn the 13 Georgia Peaches Review of the content	Students will enter in to Hamilton's My Shot from the musical - What did you hear that is referencing the American Revolution?	Teacher will introduce the 13 Georgia Peaches Activity	Students will divide up and conduct the summary activity and switch groups Students will report out		Students will bring their vocabulary glossary for Unit 3	Students will complete a quick question Which person, event, or idea from today's glossary do you think most directly pushed the colonists toward independence? Explain your choice.
	 I can explain a point of summary for Unit 3 in US History						
	 I can create a vocabulary glossary for Unit 3						
Thursday	 I will learn about the French Indian War and the Treaty of Paris 1763t	Opening DiscussionQ If you were Britain, France, or Native American nations, why would you fight over this land? What resources or advantages do you see?"	Teacher will present main points on the French Indian War and students will take guided notes			Student will complete question on page 39 on the French Indian War	Exit Ticket: How did the French and Indian War and the Treaty of Paris (1763) set the stage for the American Revolution? Give one example."
	 I can analyze how the French INdian War led to the Revolution						
	 I can analyze how the Treaty of Paris 1763 led to the Revolution						
Friday	 I will learn about the The Proclamation of 1763 The Stamp Act, The Intolerable Acts Sons and Daughters of Liberty Committees of Correspondence.	Think Pair Share "You may not settle west of the Appalachian Mountains." "How would you feel if you fought in a war, were promised land, and then were told you couldn't use it?"	TEacher will do a mini lecture with guided notes on the Proclamation of 1763		Students will participate in "Resistance Stations" where they will review Sons of Liberty protest poster / Stamp Act resistance. Daughters of Liberty spinning bees / boycotts. Committees of Correspondence	Students will complete their protest station handout	Exit Ticket: Review the concepts from the lesson
	 I can Explain colonial response to: The Proclamation of 1763						

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	The Stamp Act, The Intolerable Acts As seen in the Sons and Daughters of Liberty and the Committees of Correspondence.				letters / organizing. And answer 2 questions per station		
	