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| **Standard**: SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **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 min)* |
| * 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** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Roaring Twenties  I can generally explain the key players, concepts and events of the Roaring Twenties. | Do Now- Chapter 13, Georgia Peaches read and highlight activity, pg. 361. | Teacher will explain the text book scavenger hunt assignment | As a class we will go through the first question to explain and model what we are expecting. | Students will then complete the scavenger hunt activity. | Students will then complete the scavenger hunt activity | Exit Ticket- Post- it note- share what you learned |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the fears of communism and socialism within the United States and how it led to the Red Scare.  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the 18th and 19th Amendments  I can discuss the difference between communism and socialism.  I can explain the importance of the 18th and 19th amendments. | Do Now- Explain how these vocabulary words relate while using them. | Teacher will lecture today’s portion of the material with interspersed discussions based and student involvement. | Students will interact with guiding questions | Students will complete Historians Apprentice on page 366 | Historians Apprentice on page 366 | Exit Ticket- free write written response on imagining you’re a journalist who experienced ++the red scare firsthand. |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the impact of mass production and the use of advertising to increase consumerism.  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  I am learning the impact of the radio and movies within the culture of the United States.  I can discuss the importance the radio had on creating one unified culture in the United States  I can explain what consumerism means and how it affected advertisement and | Do Now- Answer these questions on a piece of paper | Teacher will lecture today’s portion of the material with interspersed discussions based and student involvement. | Students will interact with guiding questions | Reflect and Write: Students will complete 1920’s advertisement activity | Reflect and Write: Students will complete 1920’s advertisement activity | Exit Ticket: Post- it note- bust or boom, and why |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  I am learning the impact of the radio and movies within the culture of the United States.  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the impact of mass production and the use of advertising to increase consumerism.  I can discuss the importance the radio had on creating one unified culture in the United States  I can explain what consumerism means and how it affected advertisement and | Do Now- Digital Quick Check for chapter 12. | Teacher will lecture today’s portion of the material with interspersed discussions based and student involvement. | Students will interact with guiding questions | Poem: Think, pair, share activity on Langston Hughs Poem | Poem: Think, pair, share activity on Langston Hughs Poem | Exit ticket- sheet of paper response- Imagine you are a building in Harlem during the 1920s. |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Roaring Twenties  I can have an in-depth discussion about a specific key player, concept and or event of the Roaring Twenties. | Do Now- Painting analysis | Teacher will go over student Activity. | Students will ask question about the activity | Gallery Presenation Activity | Gallery Presenation Activity | Exit Ticket- Post- it note- tell me what topic you chose to investigate and 2 facts you have just learned. |

*\*\*\*All work can be found located on Canvas under modules for the current module we are in. Dates and reminders can be found on our band app:* [*https://band.us/n/a6a9A64ft78c5*](https://band.us/n/a6a9A64ft78c5) *\*key literacy strategies*