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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
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| **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 AmendmentsI 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 StatesI 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 StatesI 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*