|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**:  **SSUSH 17 Analyze the origins and impact of U.S. involvement in World War 1.**  **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** | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* | *Review SSUSH 15 and 16* |
| **Tuesday** | *Unit 7 Post Test* | *Unit 7 Post Test* | *Unit 7 Post Test* | *Unit 7 Post Test* | *Unit 7 Post Test* | *Unit 7 Post Test* | *Unit 7 Post Test* |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the causes of the Great Depression, what led to the Dust Bowl in the Midwest, and the political/social impact of the Great Depression.  I can explain the meaning of overproduction, underconsumption, and stock market speculation.  I can explain the meaning of over-farming and climate in the Midwest and how it led to the Dust Bowl happening.  I can explain what Hoovervilles are and how they were established. | Unit 8 Pre-Test | The teacher will discuss the impact of the Great Depression. | Students and teachers will have conversations about the Great Depression. |  | 1. Why did the stock market crash trigger a chain reaction? 2. What environmental factors led to the Dust Bowl and its consequences? 3. Describe what Hooverville's were and how they came to symbolize the impact of the Great Depression on American Life. | Students will write a response to two posts that are created as if they were on Twitter. |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the causes of the Great Depression, what led to the Dust Bowl in the Midwest, and the political/social impact of the Great Depression.  I can explain the meaning of overproduction, underconsumption, and stock market speculation.  I can explain the meaning of over-farming and climate in the Midwest and how it led to the Dust Bowl happening.  I can explain what Hoovervilles are and how they were established. | How did the Great Depression impact different groups of Americans, such as farmers, industrial workers, business owners, and minority communities?  In what ways did the government's response help or fail to help these groups recover? | The teacher will explain how the Great Depression game will work |  |  | Students will play the Great Depression Game | Students will reflect on the game and explain in their own words the impact of the Great Depression. |
| **Friday** | *HOLIDAY* | *HOLIDAY* | *HOLIDAY* | *HOLIDAY* | *HOLIDAY* | *HOLIDAY* | *HOLIDAY* |

*\*\*\*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*