

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

Teacher: Bianca Woodard

Subject: Social Studies

Course : AP AfAm Studies

Grade: 9-11

Dates: 10/21-10/24

Standard: Topic 2.4, 2.5 and 2.6

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 (three 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 learn how slave labor systems and African American Musical and linguistic practices	Gullah Geechie video on Gullah culture. What did you learn about this culture from this short video	Short Lecture on Worksongs of enslaved individuals	Students will use the CED to differentiate between the gang system vs. task system on a T-Chart	Create a call and response worksong		Exit ticket
	 I can Explain how slave labor systems affected the formation of African American Musical and linguistic practices						
							
Tuesday		Students will share their Call and response song	Short lecture on Economic effects of Slaved			Source Analysis Documents in Canvas	Practice Question
	 Evaluate the economic effects of enslaved people's commodification and labor, within and outside of African American communities.						

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Wednesday		Students will watch a video on the Stono Rebellion in SC in 1739	Discussion on the codification of slavery in the US with SC Slave Codes of 1744	Teacher will introduce the poster board project to students and make the assignments		Students will begin their research and complete their check point assignment to turn in	Whip around pass
	 Explain how American law affected the lives and citizenship rights of enslaved and free African Americans between the seventeenth and nineteenth centuries.						
							
Thursday		AP Classroom Questions from Topic 2.7		Discussion on Articles 1-10 from the Louisiana Slave Codes 1724	Students will have time to work on their Poster board Project		Parking Lot
	 Explain how slave codes developed in response to African Americans' resistance to slavery.						
							
Friday		REad the Dred Scott Decision Excerpt	Discussion and Q&A on The Dred Scott Decision	Complete a HIPPA Analysis on the Dred Scott Decision	Continue work on the Poster Board Project		
	 Explain how slave codes developed in response to African Americans' resistance to slavery.						