

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: 8/18-8/22

Standard: SSUSH2, A-D

Assessment:

☐ Group Discussion









☒ Exit Ticket

☒ 3-2-1

☐ Parking Lot

☒ Journaling*

☐ 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 learn how to study vocabulary for US History Unit 1	Students will take a laminated vocabulary card to read in preparation of I have who has	Teacher will give students reasons on why vocabulary acquisition is important for US history	Teacher and Student leaders with 93 or better on Vocab test will demonstrate how to play I have, who has vocabulary	Students will play 3 rounds of the game	Students will retake the vocabulary quiz	
	 I can understand the Unit 1 vocabulary						
							
Tuesday	 I will learn about European cultural diversity in the colonies to include: the contributions of different ethnic groups the contributions of different religious groups	Students will answer a practice question for Unit 1 test	Teacher will give short notes on contributions of different groups		Students will complete the graphic organizer on the contributions of groups		Students will answer a quick write question
	 I can describe the Cultural diversity in the colonies						










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Wednesday	 I will learn about The Middle Passage	Students will watch a scene from “Roots” on the middle passage https://youtu.be/0JJrhQE6DZk?si=PU4UgSVYaQJdOry	Teacher will give notes about the middle passage and Students will complete their graphic organizer on the middle passage	Students should read the Historian Apprentice document about the middle passage on page 11-12 of the textbook and answer the questions		Students will answer the remaining questions.	Students use the chart from the textbook page 11 to answer a question on the middle passage
	 I can describe the middle passage						
	 I can describe the middle passage based on a primary document						
Thursday	 I will learn different methods of colonial self-governance in the period of Salutary Neglect	Students will watch a short video on Salutary Neglect https://youtu.be/iLO-m1JN6A8?si=AbANb5aHueKnwkAP	Teacher will give notes on colonial government types and Salutary Neglect	Students will complete an inside outside circle discussion on Salutary Neglect and Colonial governments			Students will complete a quick write on the benefits and pitfalls of salutary neglect
	 I can describe different methods of self government						
							
Friday	 I will learn about the role of the Great Awakening in: Creating unity in the colonies Challenging traditional authority	Students will watch a video on the Great Awakening https://youtu.be/nrbUWqOotw0?si=U7hxSYLkLsBWneml	Teacher will provide notes on the great awakening	Students and teacher will read through the excerpt of Sinners in the Hands of an Angry God.		Students will answer the question 6 and 7 on page 24-25	Students will complete a 3-2-1
	 I can explain the Great Awakening's role in creating unity in the colonies						


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	 I can explain the Great Awakening's role in challenging traditional authority						
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