

/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: 9/15-9/19

Standard: SSUSH3

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 (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 about the strengths and weaknesses of the Articles of confederation  I can explain the strengths and weakness of the Articles of Confederation  I can explain how the weakness of the government lead to a call for a strong central government | Discussion Q “Imagine you are starting a new country. What rules or agreements would you need in place so your states (or regions) work together?” | Teacher will give short lecture on the aftermath of the Revolution - Northwest Ordinance | | Students will work in pairs on assignment in Canvas on the Strengths and weaknesses of the Articles of Confederation | | Closure question in Canvas |
| Tuesday |  I will learn about the strengths and weaknesses of the Articles of confederation  : I can explain the strengths and weakness of the Articles of Confederation | Students will complete Complete the Key Weaknesses of the AOC and the Consequences graphic organizer | Teacher will give a lecture on the problems under the AOC and Shay's Rebellion | We'll Complete the chart of Shay's Rebellion using page 82 in the textbook | Students will finish up the AOC assignment on Canvas | | Journal Closure question in Canvas |

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| |  I can explain how the weakness of the government lead to a call for a strong central government | | | | | | |
| Wednesday |  I will learn about the key features of the Constitution | Bell Ringer “How would you divide power fairly between a big state like Virginia and a small state like New Jersey?” | Direct instruction: Great Compromise (bicameral legislature), 3/5 Compromise (enslaved population), Commerce Compromise (slave trade and tariffs). | | Students will play a game on iCivics on the Federalists system for America | | Quick review: connect compromises to the balance of federal and state interests. |
| |  I can explain the Great Compromise, and the Three Fifth Compromise | | | | | | |
| |  | | | | | | |
| Thursday |  I will learn about the key features of the Constitution | Bell Ringer - Name the 3 branches of Government and 1 of their duties | Teacher will give a lecture on the Three Co-Equal Branches of Government and their function | Teacher will explain the info graphic project | | Students will create an infographic on Separation of Powers, Checks and Balances, Limited Government and Federalism | 3-2-1 |
| |  I can explain the key features of the Constitution - Limited Government | | | | | | |
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| Friday |  | Bell Ringer: “Do you trust a strong central government to protect your rights? Why or why not?” | Overview: Federalists (Hamilton, Madison, Jay) vs. Anti-Federalists (Henry, Mason). Read excerpt from <i>James Madison pg. 99</i> | Teacher and Students will complete a T-Chart on the Federalists vs. Anti Federalist | | Students will paraphrase 10 amendments into “student-friendly language.” | Exit Ticket |
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