

# /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	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
	 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						
Tuesday	 I will learn about the strengths and weaknesses of the Articles of confederation	Students will 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
	 : I can explain the strengths and weakness of the Articles of Confederation						









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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						
							
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
	