**Shelby County Schools Weekly Lesson Analysis/Planning Document**

**Social Studies Grades K-12**

**Teacher’s Name:** Rachel Stafford **Grade Level / Module:**  8th U.S. History

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of Sept. 25-29 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **SS TN Standard(s):** | * 8.25 | * 8.25 | * 8.17, 8.25 | * 8.17, 8.25 | * 8.17, 8.25, 8.26 |
| **Student Outcomes:**  *What will students know and be able to do as a result of this lesson?* | Student can tell you   * The major causes of the American Revolution. * The key players and events of the Revolution. * Some of the reasons why people were either Loyalists or Patriots. | Student can tell you   * The major causes of the American Revolution. * The key players and events of the Revolution. * Some of the reasons why people were either Loyalists or Patriots. | . Student can tell you   * The major causes of the American Revolution. * The key players and events of the Revolution. * Some of the reasons why people were either Loyalists or Patriots. | Student can tell you   * The major causes of the American Revolution. * The key players and events of the Revolution. * Some of the reasons why people were either Loyalists or Patriots. | Student can tell you   * The major causes of the American Revolution. * The key players and events of the Revolution. * Some of the reasons why people were either Loyalists or Patriots. |
| **Key Academic Vocabulary:** | Blockade  Privateer | Blockade  Privateer | Siege  Ratify  Ambush | Siege  Ratify  Ambush | Mercenary  Recruit  Inflation  Siege  Ratify  Ambush |
| **Resources / Materials:** | * Chapter 6, Lesson 3 Handout * Video: John Paul Jones | * Chapter 6, Lesson 3 handout * Passage: Battlegrounds shift | * Chapter 6, Lesson 4 Handout * Video; Victory at Yorktown | * Chapter 6, Lesson 4 * Close Read: George Washington * Close Read: John Adams | * Chapter 6 Vocabulary Quiz * Chapter 6 Writing Reflection |
| **Warm-Up / Bell Ringer:**  *Examples: Identifications, Vocabulary, Map Skills*  *(Suggest no more than 5 minutes.)* | * Who were the key European allies of the patriots? How did they assist? | * Why did the British use blockades during the American Revolution? Why might fishermen from NE have been eager to be privateers? | * 6-3 HW * Who was John Paul Jones? What was his significance? * Summarize what happened during the British campaign in the South? | * Describe Washington’s actions leading up to and during the Patriot victory at Yorktown? | * 6-4 HW * What elements were key to the Patriots’ victory in the war? |
| **Essential Question / Relevance:** *Develop student interest and connect learning to*  *daily standards.* | * Was the American Revolution really revolutionary? * How can people live together in harmony at times of deep division and crisis? | * Was the American Revolution really revolutionary? * How can people live together in harmony at times of deep division and crisis? | * Was the American Revolution really revolutionary? * How can people live together in harmony at times of deep division and crisis? | * Was the American Revolution really revolutionary? * How can people live together in harmony at times of deep division and crisis? | * Was the American Revolution really revolutionary? * How can people live together in harmony at times of deep division and crisis? |
| **High-Quality Text(s):** | * Chapter 6, Lesson 3 | * Chapter 6, Lesson 3 * Passage: Battlegrounds shift: Cornwallis and Greene | * Chapter 6, Lesson 4 | * Chapter 6, Lesson 4 * Close Read: George Washington and John Adams |  |
| **Text-Specific Inquiry:**  *Teacher guided inquiry into content-rich texts,*  *images or other content.* | Fighting in the West (p. 158-159   * True/False * Why did many Native American groups side with the British? * How did the Americans win in the west? What role did many Native Americans take in the war in the west? | Fighting in the South p. 160-163   * Graphic organizer (city/area= outcome) * Vocab. box- sustain * Why were hit and run tactics a good strategy for the Patriots? | Victory at Yorktown p. 164-166   * Fill in the main activity (pair/share) * Siege vocab. box | Independence Achieved p. 167-169   * Analyze the reasons why Americans won (graphic organizer) | Chapter 6 Vocabulary QUiz |
| **Text-Specific Application:**  *Teacher facilitated small group or partner*  *strategies to deepen student understanding and*  *foster robust, collaborative discussion.* | The War @ Sea p. 159-160   * Vocab, Box- blockade * What role did the British navy play in the war? * What did Congress do about the navy? * Who was John Paul Jones?   Text Dependent Questions | * How did early Patriot victories affect the British? What was the British’s new war strategy? Did it succeed? Why/Why not? | * Yorktown Reflective Analysis | * Independence Achieved analysis | Self Reflection and Peer Edit of writing before turning in  Chapter 6 Writing  Write a 5 paragraph (4 modified)  *Write a 5 paragraph essay in which you explain the contributions of those (pick 3) you believed most helped the patriot cause and justify your reasoning with textual evidence.*  Patriot Leaders to choose from: George Washington, George Rogers Clark, John Paul Jones, General Horatio Gates, Francis Marion, Nathanael Greene & Marquis de Lafayette |
| **Closure:**  *Individual students synthesize and/or summarize*  *learning for the day.* | * Video: John Paul Jones | * + Passage: Battlesgrounds shift | * Video: Victory @ Yorktown | * Close Read: Presidential Profile:   + George Washington * John Adams | How did foreign help strengthen the relationship of America with France and Britain? |
| **Weekly Assessment:**  *Guidance is provided weekly in the map to*  *support robust student writing every week that is strongly aligned to Social Studies content*  *standards.* | Chapter 6 Projected Dates   * Mid-chapter Quiz: Sept. 22 * Vocabulary Quiz: Sept. 29 * Writing Due: Sept. 29 * Journal Check: Oct. 2 * Test: Oct. 3 | Chapter 6 Projected Dates   * Mid-chapter Quiz: Sept. 22 * Vocabulary Quiz: Sept. 29 * Writing Due: Sept. 29 * Journal Check: Oct. 2 * Test: Oct. 3 | Chapter 6 Projected Dates   * Mid-chapter Quiz: Sept. 22 * Vocabulary Quiz: Sept. 29 * Writing Due: Sept. 29 * Journal Check: Oct. 2 * Test: Oct. 3 | Chapter 6 Projected Dates   * Mid-chapter Quiz: Sept. 22 * Vocabulary Quiz: Sept. 29 * Writing Due: Sept. 29 * Journal Check: Oct. 2 * Test: Oct. 3 | Chapter 6 Projected Dates   * Mid-chapter Quiz: Sept. 22 * Vocabulary Quiz: Sept. 29 * Writing Due: Sept. 29 * Journal Check: Oct. 2 * Test: Oct. 3 |
| **Homework:** | Homework   * 6-1: Sept. 20 * 6-2: Sept. 22 * 6-3: Sept. 27 * 6-4: Sept. 29 * Final Turn in Oct. 3 | Homework   * 6-1: Sept. 20 * 6-2: Sept. 22 * 6-3: Sept. 27 * 6-4: Sept. 29 * Final Turn in Oct. 3 | Homework   * 6-1: Sept. 20 * 6-2: Sept. 22 * 6-3: Sept. 27 * 6-4: Sept. 29 * Final Turn in Oct. 3 | Homework   * 6-1: Sept. 20 * 6-2: Sept. 22 * 6-3: Sept. 27 * 6-4: Sept. 29 * Final Turn in Oct. 3 | Homework   * 6-1: Sept. 20 * 6-2: Sept. 22 * 6-3: Sept. 27 * 6-4: Sept. 29 * Final Turn in Oct. 3 |