**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

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| 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.
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| **Key Academic Vocabulary:** | BlockadePrivateer | BlockadePrivateer | SiegeRatifyAmbush | SiegeRatifyAmbush | MercenaryRecruitInflationSiegeRatifyAmbush |
| **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?
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| **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?
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| **High-Quality Text(s):** | * Chapter 6, Lesson 3
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* Passage: Battlegrounds shift: Cornwallis and Greene
 | * Chapter 6, Lesson 4
 | * Chapter 6, Lesson 4
* Close Read: George Washington and John Adams
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| **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 inChapter 6 WritingWrite 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
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| **Homework:** | Homework* 6-1: Sept. 20
* 6-2: Sept. 22
* 6-3: Sept. 27
* 6-4: Sept. 29
* Final Turn in Oct. 3
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