

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher : Paga</b>	
<b>Course/ Subject: US History</b>	
<b>Date of Instruction: Monday 10/29/21</b>	
<b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b>	<b>Standard/s:</b> <b>Standard/s:</b> <b>SSUSH17 Analyze the causes and consequences of the Great Depression.</b> b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west. c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles. <b>SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</b> a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.
	<b>Learning Target:</b> I can describe the factors that led to the Dust Bowl in America I can describe how unemployment led to Hoovervilles
	<b>Success Criteria:</b> I can describe how over farming and the climate led to the Dust Bowl I can describe how the Dust Bowl led to migration west I can describe how unemployment led to the development of Hoovervilles in America
	<b>Introduction/Connection:</b> <b>Daily 5 Review – Benchmark 2 Review</b>
	<b>DIRECT INSTRUCTION:</b> 1. USH 17-18 Notes/ Discussion
<b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<b>GUIDED PRACTICE:</b>
	<b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> 2. Roosevelt Alphabet Soup New Deal Programs sheet 3. FDR Fireside Chats Activity
<b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b>	<b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b>

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher : Paga</b>	
<b>Course/ Subject: US History</b>	
<b>Date of Instruction: Tuesday November 03, 2021</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> <b>SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</b> a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs. <b>b. Explain the passage of the Social Security Act as a part of the second New Deal.</b> <b>c. Analyze political challenges to Roosevelt's leadership and New Deal programs.</b> <b>d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.</b></p>
	<p><b>Learning Target:</b> I can describe political challenges Roosevelt faced over some of his New Deal programs I can describe the role Eleanor Roosevelt played as America's First Lady</p>
	<p><b>Success Criteria:</b> I can describe the challenges Roosevelt faced concerning his New Deal programs I can describe how Eleanor Roosevelt changed the role of the First Lady I can describe the role Eleanor Roosevelt played with the New Deal</p>
	<p><b>Introduction/Connection:</b> Daily 5- Benchmark 2 review</p>
	<p><b>DIRECT INSTRUCTION:</b> Complete USH 18 PowerPoint and Guided Notes</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> 1. Complete USH 18- the Great Depression/ Roosevelt c-d 2. FDR Court Packing Plan 3. The Great Depression in Pictures Google Chromebook Activity (if you do not finish this-it becomes homework)</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p>

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher : Paga</b>	
<b>Course/ Subject: US History</b>	
<b>Date of Instruction: Wednesday November 3, 2021</b>	
<b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b>	<b>Standard/s:</b> <b>SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</b> a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs. b. Explain the passage of the Social Security Act as a part of the second New Deal. c. Analyze political challenges to Roosevelt's leadership and New Deal programs. d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.
	<b>Learning Target:</b> I can describe the causes and consequences of the Great Depression I can describe the FDR's response to the Great Depression
	<b>Success Criteria:</b> I can describe the causes and consequences of the Great Depression I can describe the FDR's response to the Great Depression
	<b>Introduction/Connection:</b> Daily 5- Benchmark 2 Review
	<b>DIRECT INSTRUCTION:</b> Wrap up any sub-standards not covered and review
<b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<b>GUIDED PRACTICE:</b>
	<b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> 1. USA Test Prep USH 17 and 18 Review 2. Quizlet Live
<b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b>	<b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b>

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher :Paga</b>	
<b>Course/ Subject: US History</b>	
<b>Date of Instruction: Thursday November 4, 2021</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> <b>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b> <b>a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.</b> <b>b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.</b> <b>c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.</b> <b>d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.</b> <b>e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</b></p>
	<p><b>Learning Target:</b> <b>I can explain America’s involvement in WWII</b> <b>I can explain challenges of fighting in the European Theater of WWII</b></p>
	<p><b>Success Criteria:</b> <b>I can explain how Japan’s attack on Pearl Harbor directly involved the U.S. in the war</b> <b>I can explain some important characteristics of the European Theater</b> <b>I can explain the significance of the D-Day invasion to the liberation of Western Europe</b> <b>I can explain the significance of the Fall of Berlin to the demise of Nazi Germany</b></p>
	<p><b>Introduction/Connection:</b> <b>Pearl Harbor, D-Day, Battle of Berlin, V-E Day</b></p>
	<p><b>DIRECT INSTRUCTION:</b> <b>GN/ Discussion- USH 19/ WWII- Lend Lease, Pearl Harbor, European Theater, D-Day, Fall of Berlin</b> <b>Directions for completing the Pearl Harbor and Assignments on Google Classroom</b></p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> <b>Do one question together as a class from each Activity</b></p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>Work with your partner on the Pearl Harbor Activity and the D-Day Activity</b></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p>

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher :Paga</b>	
<b>Course/ Subject: US History</b>	
<b>Date of Instruction: Friday November 5, 2021</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> <b>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b> a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor. <b>b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.</b> c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin. d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks. e. Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</p>
	<p><b>Learning Target:</b> <b>I can explain challenges of fighting in the Pacific Theater of WWII</b></p>
	<p><b>Success Criteria:</b> I can explain the challenges of delivering supplies to the Pacific Theater of war I can explain the significance of the Battle of Midway on America I can explain the significance of the Manhattan Project on bringing an end to WW2 I can explain causes and effects of dropping the atomic bombs on Japan</p>
	<p><b>Introduction/Connection:</b> <b>Daily 5- Benchmark 2 Review</b></p>
	<p><b>DIRECT INSTRUCTION:</b> GN/Discussion- Pacific Theater, Battle of Midway, Manhattan Project, Atomic Bombs</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> Go over as a class the assignment and answer one questions together</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>President Truman Personal Diary Entry- Atomic Bomb Activity</b></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p>