

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher : Paga</b>	
<b>Course/ Subject: U.S. History</b>	
<b>Date of Instruction: Monday Oct. 4, 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>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</b> a. Explain the effects of railroads on other industries, including steel and oil. b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies. c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb. <b>d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.</b> <b>e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.</b>
	<b>Learning Target:</b> I can describe the causes and effects and conditions experienced by those immigrating to the U.S. during this time period I can describe the reasons for the growth of labor unions during this time period
	<b>Success Criteria:</b> I can describe the purpose and impact of Ellis Island and Angel Island on immigration in the United States I can describe the importance of Labor Unions in the USA especially the AFL
	<b>Introduction/Connection:</b> Daily 5
	<b>DIRECT INSTRUCTION:</b> <b>USH 11 D</b>
<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> <b>Ellis Island Google Classroom Activity</b> <b>USA Test Prep USH 11 Review</b>
<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 October 5, 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>SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.</b> a. Examine the construction of the transcontinental railroad including the use of immigrant labor. b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians. c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.
	<b>Learning Target:</b> I can describe the impact of western expansion on the Plains Indians
	<b>Success Criteria:</b> I can describe the impact the transcontinental railroad on the Plains Indians
	<b>Introduction/Connection:</b> Daily 5
	<b>DIRECT INSTRUCTION:</b> USH 12 Plains Indians
<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> Chinese Exclusion Act and Frisbie Hoar Reading (Student of History)
	<b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>Collaborative Quiz- USH 11 and 12</b>  <b>The Men Who Built America- the Frontiersmen- clips</b> <b>Bury My Heart at Wounded Knee- Carlisle Indian School</b>
<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: Wednesday October 6, 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>SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.</b> <b>a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.</b> <b>b. Examine and explain the roles of women in reform movements.</b> c. Connect the decision of <i>Plessy v. Ferguson</i> to the expansion of Jim Crow laws and the formation of the NAACP. d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.
	<b>Learning Target:</b> I can describe how Muckrackers brought change to America during the Progressive Era
	<b>Success Criteria:</b> I can describe what is a muckraker I can describe what was meant by Progressive I can describe what is a reform
	<b>Introduction/Connection:</b> Daily 5
	<b>DIRECT INSTRUCTION:</b> USH 13- Progressive Era Guided Notes/ Discussion- a, b
<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> America the Story of Us- Cities (clip)
	<b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> USA Test Prep 20 questions- USh 12 Review  Google Classroom Muckracker assignment
<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 October 7, 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> SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era. a. Describe the influence of muckrakers on affecting change by bringing attention to social problems. b. Examine and explain the roles of women in reform movements. <b>c. Connect the decision of <i>Plessy v. Ferguson</i> to the expansion of Jim Crow laws and the formation of the NAACP.</b> <b>d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.</b></p>
	<p><b>Learning Target:</b> I can describe the impact Plessy vs. Ferguson on American society I can describe the impact of the progressive movement of the early 1900's</p>
	<p><b>Success Criteria:</b> I can describe the impact Plessy vs. Ferguson has on the expansion of Jim Crow I can describe the impact of Plessy vs. Ferguson on the formation of the NAACP I can describe the progressive legislative actions on different issues</p>
	<p><b>Introduction/Connection:</b> Daily 5</p>
	<p><b>DIRECT INSTRUCTION:</b> USH 13 c-d</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> Google Classroom Jim Crow and the NAACP activity Blooket review game- USH 12 and 13</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 October 8, 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>SSUSH14 Explain America's evolving relationship with the world at the turn of the twentieth century.</b> <b>a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.</b> <b>b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.</b>
	<b>Learning Target:</b> I can describe the impact of expansionism on America during the turn of the 20 <sup>th</sup> century
	<b>Success Criteria:</b> I can describe what is meant by Imperialism I can describe the cause and effect of the Spanish American War I can describe the reason America was looking to acquire more territory during the early 20 <sup>th</sup> century
	<b>Introduction/Connection:</b> Daily 5
	<b>DIRECT INSTRUCTION:</b> USH 14 Introduction- GN/Discussion American Imperialism
<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> Spanish American War Google Classroom Assignment
<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>