Lesson Plans 2024-2025 Week: #10- (March 10- March 14) Teacher: Whitman, Staton, Volkmar Subject: SS 6

Unit Title:	Unit 11: Industrial Revolution		
Unit Vocabulary:	Imperialism Vocabulary Matching: Imperialism, Jewel in the Crown, Meiji Restoration, Zulu Wars, Carl Marx, Friedrich Engles, Sepoy Rebellion, Congress of Vienna, Open Door Policy for China, Gunboat Diplomacy, Russo-Japanese War, Boxer Rebellion, Social Darwinism, Berlin Conference, Mahatma Gandhi		

	Learning	Instructional Plan	Differentiation	Advisory	Teacher Tips &
	Target	(Core Teacher)	(ELA/Math Inclusion Teacher)		Notes
	(All Teachers)				(All Teachers)
M	Project Work	Opening Strategy:	SWD Differentiation Strategy:	Advisory Lessons:	
О	day	No warm up- students may begin	SWD Differentiation	■ Imperialism a	
N		working on a project.	Strategy:	_	
	Learning		 Simplified Instructions and 	■ Imperialism a	
	Target:	Or	Clear Visual Aids	1	
	I can	Teacher can choose to play some clips	 Use Visuals: Create visual aids 	WWI Vocabulary	
	demonstrate	from North and South-movie video	such as graphic organizers and	Sheet (this link	
	my learning of	clips of Industrial Rev.	anchor charts that outline steps	works better for	
	the Industrial		for identifying themes.	printing)	
	Revolution by	☐ The North and the South	 Simplify Language: Provide 	r 5)	
	completing		instructions in simple, clear	□ Unit 12 Impe	
	and individual	Core Lesson Activities:	language and use key		
	and group	 The teacher will read the 	vocabulary highlighted for	☐ Unit 12 WWI	
	project as a	guidelines and rubric for the	emphasis.		
	major grade.	project. The teacher will		Unit 12 Vocabulary	
		answer student questions.		*	
		Students will begin working on		<u>w/ Pictures</u>	

	Graded Assignment: Q4	projects. Industrial Revolution Mi Student Strategy: Students will choose one topic from the four and complete a one-pager which will be part of a larger four square / Frayer model graphic organizer poster on the Industrial Revolution. Topics for project: Child labor Causes of the Industrial Pollution Inventions Urbanization Ind. Rev. Resources Planning Document Summarizing Activity: Finalize and answer student concerns.	Modeling: Demonstrate how to find and explain themes using a sample	Unit 12 Vocabulary Blooket	
T U E	Project work day Learning Target: I can demonstrate my learning of the Industrial Revolution by completing and individual	Opening Strategy: No warm up- students may begin working on a project. Or Teacher can choose to play some clips from North and South- movie video clips of Industrial Rev. The North and the South Or	 SWD Differentiation Strategy: SWD Differentiation Strategy: Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. Simplify Language: Provide instructions in simple, clear language and use key 	Advisory Lessons: Imperialism a Imperialism a WWI Vocabulary Sheet (this link works better for printing) Unit 12 Impe	

			·	
	and group		vocabulary highlighted for	
	project as a	■ Self-Evaluation of Industrial Rev	emphasis.	□ Unit 12 WWI
'	major grade.	Self Evaluation form for project	Modeling: Demonstrate how to	
'		1	find and explain themes using	Unit 12 Vocabulary
		Core Lesson Activities:	a sample	Blooket
		The teacher will read the	1	Brooker
		guidelines and rubric for the	1	
'		project. The teacher will	1	
'		answer student questions.	1	
		Students will begin working on	1	
		projects.	1	
		■ Industrial Revolution Mi	1	
		• Student Strategy: Students will	1	
		choose one topic from the four	1	
		and complete a one-pager	1	
		which will be part of a larger	1	
'		four square / Frayer model	1	
		graphic organizer poster on the	1	
		Industrial Revolution.	1	
		Topics for project:	1	
		• <u>Child labor</u>	1	
		• Causes of the Industrial	1	
		<u>Pollution</u>	1	
		• <u>Inventions</u>	1	
		• <u>Urbanization</u>	1	
		• 🗏 Ind. Rev. Resources	1	
		• <u>Planning Document</u>	1	
		1	1	
		Summarizing Activity:	1	
		Finalize and answer student	1	
		concerns.		
'	Project work	<u>'</u>	SWD Differentiation Strategy:	Advisory Lessons:
W	day	Opening Strategy:	SWD Differentiation	■ Imperialism a
Е		Students may take 5 to 10 minutes to	Strategy:	
		-	-	•

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D	Learning Target: I can demonstrate my knowledge and understanding of the industrial revolution by presenting my individual/ group project to the class. Presentation: Minor Grade Q4 Project Major Grade Q4	organize and discuss their strategies before presenting their projects. Or Self-Evaluation of Industrial Revol Core Lesson Activities: The teacher will guide and evaluate groups as they present their projects to the class. The guidelines for the presentation are on the linked document. Industrial Revolution Min Student Strategy: Students will work with their group partners to present their projects to the class and answer any questions that may arise. Summarizing Activity: The North and the South	 Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. Modeling: Demonstrate how to find and explain themes using a sample 	 ■ Imperialism a <u>WWI Vocabulary</u> <u>Sheet (this link</u> <u>works better for</u> <u>printing</u>) □ Unit 12 Impe □ Unit 12 WWI <u>Unit 12 Vocabulary</u> <u>Blooket</u> 	
T H U	Presentation of Projects Learning Target: I can demonstrate my knowledge and understanding of the industrial revolution by	Opening Strategy: Students may take 5 to 10 minutes to organize and discuss their strategies before presenting their projects. Core Lesson Activities: The teacher will guide and evaluate groups as they present their projects to the class. The guidelines for the presentation	 SWD Differentiation Strategy: SWD Differentiation Strategy: Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. 	Advisory Lessons: Imperialism a Imperialism a WWI Vocabulary Sheet (this link works better for printing)	Teacher Note: Buyout is today!

	presenting my individual/ group project to the class. Presentation: Minor Grade Q4 Project Major Grade Q4	are on the linked document. ■ Industrial Revolution Min ■ Student Strategy: Students will work with their group partners to present their projects to the class and answer any questions that may arise. Summarizing Activity: ■ The North and the South	 Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. Modeling: Demonstrate how to find and explain themes using a sample 	□ Unit 12 Impe □ Unit 12 WWI Unit 12 Vocabulary Blooket	
F R I	South Carolina Day Asynchronous Learning Day #1 SC Day Learning Target: I can demonstrate my learning and	Asynchronous School Day #1 (Hurricane Helene Makeup Days) South Carolina Day Observance Observed on March 14th (March 18th is spring break) Core Lesson Activities: South Carolina Day Activities Choice Board will be posted in all Google Classrooms (make a copy and set it as an assignment for each student!) Students will choose one of the choice board options and	 SWD Differentiation Strategy: SWD Differentiation Strategy: Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. 	None - No In-Person School	• South Carolina Day

knowledge of	complete their assignment of	Modeling: Demonstrate how to	
South	choice.	find and explain themes using	
Carolina as a	 They will include a link to 	a sample	
way to	their assignment (i.e., Canva,	-	
commemorate	Google Slides) or type their		
South	response in the provided		
Carolina Day.	space and submit through		
	Google Classroom by the		
	deadline stated by the teacher.		