**Pay attention to the R-words to activate the brain for learning!**

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| 1. **Objective (Rigor)** - SMART and should be visible on your board daily.   **S**pecific, **M**easurable, **A**chievable**, R**elevant, **T**imely&**T**ime-bound  TEK: (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:  (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;  (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and  (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust." |
| 2. **Opening (Retrieval)**– How will you "hook" your students into the lesson--at both the thinking and emotional level?   * What will you do to open the lesson to motivate and engage the students’ interest in the content? * How will you help students make connections to prior knowledge? * How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)? * How will you identify / teach / assess language demands? * How will you introduce language supports? * Is your opening congruent to the objective?  1. I will ask who wants to break away from the larger school? Become our own school! Decide when we want to learn. We are going to need a system of governance. Maybe we will need to formally document tell the school where we once belong, why we feel the need to separate. (Declaration of Independence) We might need some rule that everyone can agree to. (Constitution) Maybe even a set of personal rights. (Bill of Rights) 2. Review what we know. Recap of 1700’s history up to 1800’s. Including French and Indian wars, taxes for that war, Boston tea party and representation in British Parliament. Make small comparison to school. 3. What is the Declaration of Independence, Constitution, and Bill of Rights? Who came up with it? What did they say? What happed because of its creation? 4. Class will be diving deep into the written language of the documents of themtexts. Breaking down each sentence. Then coming up with their equivalent words in today’s language. In order to write their own documents. 5. Class and Teacher will beak down the document to better understand the language. 6. Yes. Opening congruent to the objectives |
| 3. **Teacher Input (Relevance)**– What information is needed for the students to gain the knowledge/skill in the objective?  (Be sure you have done a task analysis to break the information/skill into small manageable steps).  How will you use strategies, technology, learning styles?  What vocabulary and skills do the students need to master the material?  Are the strategies you plan to use congruent to the objective?   * **Model (Routing)** – Outline your I DO activities.  Be sure to model strategies and academic language supports needed.   I will read for them the declaration, constitution and bill of rights.  I will answer these Questions:  1) What did we learn from the signers back grounds and who were they?  2) What vested interest did they have in not belonging to the British Empire anymore?  3) How does this reflect on Enlighten ideals of the day?  4) Why did they decide to create the Declaration of Independence, Constitution and the Bill of Rights?  5) What are the signers saying when the write “all men are created equal”  6)What are the potential consequences of the Declaration? Constitution? Bill of Rights?  7) What does “E Pluribus Unum” mean in Latin?  8) When did “In God We Trust” get add to the narrative?   * **Guided Practice** – Students demonstrate a grasp of new learning under the teacher’s direct supervision.  The teacher moves around the room to provide individual remediation as needed.  “Praise, prompt, and leave” is an excellent strategy to use.Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.   We as a group will break down the first document, The Declaration of Independence. We will read and select certain words or phrase that stand out. We will ask what are they saying and to whom are they saying it to?  We as a group will break down the second document, The Constitution. We will read and select certain words or phrase that stand out. We will ask to whom are the founders addressing with this document? Why is this important for the begin (bebe) country?  We as a group will break down The Bill of Rights. We will ask what are they saying and to whom are they saying it to?   * **Independent Practice (Retaining/Rehearsing) –** Students demonstrate an independent application of new skill.  Outline your YOU DO activities.Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.   As the class they will answer the model questions again. They will then have the opportunity to flip the narrative and give them a chance to write their own documents.   * **Check for Understanding (MODELING) (Recognizing)** – Practice doesn't make perfect; it makes permanent.  So, make sure the students understand how to proceed before moving to the practice phase of the lesson.  You may need to stop and reteach, so students practice correctly.  How do you plan to assess understanding?  **What HOTQs will you ask?** List at least 3   1) What did we learn from the signers back grounds and who were they?  2) What vested interest did they have in not belonging to the British Empire anymore?  3) How does this reflect on Enlighten ideals of the day?  4) Why did they decide to create the Declaration of Independence, Constitution and the Bill of Rights?  5) What are the signers saying when the write “all men are created equal”?  6) Was this statement inclusive in its time?  7)What are the potential consequences of the Declaration? Constitution? Bill of Rights?  8) Did the Declaration give them the right to revolt?  9) What does “E Pluribus Unum” mean in Latin?  10) When did “In God We Trust” add to the narrative?  11) How the Declaration’s principles are applied or challenged in American society today?   * **How will you check for understanding or reteach?**   Class quiz. Not a test but it will cover 5 main take aways from the class work. Questions will come from the HOTQ. |
| 4. **Assessment**  – How will we know that the students have individually mastered the objective?   What evidence will be collected?  What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?  Several times thought the lesson, by show of hands questions will be asked. This activity is a large group discussion. It will require the class to work together for their answers. |
| 5. **Resources** - What materials will you need for a successful lesson?  Copies of the Declaration, Constitution and Bill of Rights.  Archives.gov will be the reference source  Hopefully a school book or computer. |
| 6. **Closure (Re-exposure)**– How will you have the students end the lesson/reflect upon what was learned?  How easy was it to create a government? The class will reflect on how difficult it was to create a documents?  The students will need to ask if these documents still have validity today? |

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