**ROMS Weekly Lesson Plan Template**

**Teacher: \_\_\_Stewart/ Beckwith \_\_8th grade Social Studies\_\_ Unit 1 Thinking Like a Historian\_ Dates: 8/26-8/30**

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| **E.A.T.S.** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Essential Question/Standard** | First Day of School  Review Student Handbook-Dress code-bullying/harassment-bus/cab conduct-Cell phone policy-student /parent signature pageClassroom Information-Daily Schedule/Restroom Breaks-Rules/Procedures, and Expectations-PBIS -Breakfast/Lunch Rules and Expectations -Discipline Information | **8.H.1.1** **Construct** charts, graphs, and historical narratives to **explain** particular events or issues.**8.H.1.2 Summarize** the literal meaning of historical documents in order to **establish** context. **8.H.1.3 Use** primary and secondary sources to **interpret** various historical perspectives. **8.H.1.4 Use** historical inquiry to **evaluate** the validity of sources used to construct historical narratives. **8.G.1.1** **Explain** how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.**8.G.1.2** **Understand** the human and physical characteristics of regions in North Carolina and the United States. **What methods do historians use in researching and writing history?**How do we, as students, think like historians?How do perspective and bias affect the validity of primary and secondary sources?How does the geography of the United States impact the culture and characteristics of different regions? | sameWhat methods do historians use in researching and writing history?How do we, as students, think like historians? | sameWhat methods do historians use in researching and writing history?How do we, as students, think like historians? | same What methods do historians use in researching and writing history?How do we, as students, think like historians? |
| **Activating Strategy** | Prime TimeFirst Day of School  Review Student Handbook-Dress code-bullying/harassment-bus/cab conduct-Cell phone policy-student /parent signature pageClassroom Information-Daily Schedule/Restroom Breaks-Rules/Procedures, and Expectations-PBIS -Breakfast/Lunch Rules and Expectations -Discipline Information | Prime Time Warm-UpContinue classroom culture building, reviewing procedures and expectations. | Prime Time Warm-UpContinue classroom culture building, reviewing procedures and expectations.Review Snapshot Autobiography | Prime Time: Warm UpContinue classroom culture building, reviewing procedures and expectations. | Prime Time: Warm-UpContinue classroom culture building, reviewing procedures and expectations. |
| **Teaching Strategy** | Students will fill out who am I cards and play the 2 truths and a Fib game | [Snapshot Autobiography](https://sheg.stanford.edu/history-lessons/snapshot-autobiography): Students will pair “getting to know you” activities and historical thinking. For this resource, please create a [***free*** account](https://sheg.stanford.edu/history-lessons) for classroom use. | Students engage in more accessible topics to evaluate sources and the skills learned can then be applied to content based sources.[Lunchroom Fight I](https://sheg.stanford.edu/history-lessons/lunchroom-fight) | Students engage in more accessible topics to evaluate sources and the skills learned can then be applied to content based sources[Lunchroom Fight II](https://sheg.stanford.edu/history-lessons/lunchroom-fight-ii) | Are all historical sources equally trustworthy? How might the reliability of a historical document be affected by the circumstances under which it was created? In this activity, students sharpen their ability to source documents and learn to think critically about what sources provide the best evidence to answer historical questions.[Evaluating Sources](https://sheg.stanford.edu/history-lessons/evaluating-sources) |
| **Summarizing Strategy** | **Exit Ticket**Take home information that needs to be filled out returned and signed | **Exit Ticket****Why do think it is important to study history?****Think- Pair-Share** | **Exit Ticket**3 things that you found interesting 2 things you would like to know more about1 thing surprised by  | **Exit Ticket** | **Exit Ticket** |