

1. Teacher Name: Scott Lambert Date: Plan Duration: 60 minutes			2. Course/Content/Grade: 8th		
			3. Unit/Topic/Module: Unit 3: American Revolution. Reading Like a Historian, “Stamp Act”		
4. Core Standard(s): Utah Core Standard 5, Objective 1 Social Studies Literacy Standards: Reading 8.2, 8.6, 8.8 Writing 8.1			5. Essential Vocabulary: Stamp Act Duties/Taxes Sourcing a document		
6. Lesson Objective(s): <ul style="list-style-type: none">I can explore events leading to conflict between the American colonies and Great Britain.I can source a document by considering who wrote it, why it was written, who is the audience, and the purpose why it was written.			7. Interdisciplinary Connections: Close Reading of a document (ELA strategy)		
8. Materials and Technology needed to enhance learning: Computer and Projector					
9. Assessment for student learning (Formative): Students will answer the guiding questions for documents A, B, and C. Questions for Document C to be done individually and assess questions 1 and 3 for sourcing skills. Students will write a paragraph answering the historical question “why were colonists upset about the stamp act” using what they learned from the guiding questions from documents A, B, and C.					
10. Pacing (mins.)	WHAT THE TEACHER DOES: 11. Lesson Sequence- <ul style="list-style-type: none">What will I do and when will I do it? Include Explicit Instruction: I do / We do / You all do / You do	WHAT THE STUDENT DOES: 12. Student Skill or Knowledge for each part of the lesson sequence <ul style="list-style-type: none">What will my students be doing to acquire skills or knowledge during this part of the lesson?	13. DOK Level	HOW STUDENTS SHOW THE TEACHER WHAT THEY KNOW: 14. Opportunities To Respond (OTRs) that provide immediate checks for understanding <ul style="list-style-type: none">How will my students show understanding in this part of the lesson sequence?	HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS: 15. Scaffolding for the needs of ALL learners (include interventions) <ul style="list-style-type: none">What will I do for students who are struggling to meet the target?What will I do for students who have already met the target? AND Grouping Structures needed for effective scaffolding
5 min	Starter-Quick Write Are Taxes Necessary? Explain Why	Students will be writing a paragraph to answer the question.	2	Paragraph addresses key points of taxation	Independent Sentence starter provided for those needing it

5 min	Partner share and group discussion. Partners share their answers with each other,	Students compare answers and fill in gaps	1	Cold call 3-4 students to share with class Students adjust their answers to include all key points	Partners (small group) Whole Group Precision partnering for discussion
5 min	Model for the students how to read a document using sourcing and contextualization skills from RLH.	All students identify sources and contextualization in the document as the teacher models	2	Students responses to the RLH guided reading questions	Whole class
10 min	Teacher introduces Document B	Partners work through Document B together using the same sourcing and contextualization skills and answering the guided reading questions.	2	Check in with each partnership and look over answers and listen to the discussions they are having. The guided reading questions for document B will be the check for understanding	Precision partnering Students who show mastery in partner work can move right to Document C
10 min	Teacher introduces Document C	Individuals work through Document C using sourcing and contextualization skills	3	Students apply these skills to write a short response paragraph to the question “are taxes necessary”?	Students who struggled in the partner activity receive small group re-teach Rubric provided for self-scoring before turning in the paragraph
5 min	Close class with a short discussion about the differences in the documents and what the different sources can tell us.			Exit ticket is their written paragraph.	Teacher Feedback: overall answer is not as important as evidence of the historical thinking skills of sourcing and contextualization.

16. Closure:

- Teacher connects lesson back to objectives.
- Students reflect on their learning.
- Teacher formatively assesses student learning.

The class discussion provides the students a time to reflect on the process and what they were able to learn by correctly sourcing a document and using contextualization skills to help them understand why the Stamp act and other taxation Acts were such an important lead up to the Revolutionary War

1. Were my students ready for this lesson? Which data support this?

Yes they seemed to be ready. We had talked about sourcing and contextualization skills before and from their partner discussions and class discussion it is clear that they are getting better at this. 85% of the students used sourcing correctly in their paragraphs about taxation.

2. Was the instructional objective met? How do I know students learned what was intended?

The instructional objective was met for today, however sourcing and contextualization are skills that will constantly need fine tuning and practice.

3. Were the students productively engaged? How do I know?

Yes the students were engaged. They seemed to enjoy digging through the documents to determine how important they were and where they came from.

4. Did I alter my instructional plan as I taught the lesson? How and why?

Only a little bit, giving a bit more time for the partner portion.

5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

Maybe alter the pacing depending on how the document A class guided portion of the lesson goes. Some classes may need more time as a whole group before partner work.

6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?

Yes, but we will continually come back to these two skills.