

Mr. Formica's Weekly Lesson Plans
Days 111 - 115

	US History 1	US History 2
Mon	<p>Objective: Observe and present current events</p> <p>Do Now Activity: N/A</p> <p>Main Lesson: Current event presentations</p> <p>Assessments/HW: N/A</p>	<p>Objective: Examine the battles between the Japanese and America and identify reasons for American success</p> <p>Do Now Activity: What are some pros and cons to fighting the Japanese in the Pacific? Consider America's position to them. (Think, the Japanese are on an island and control MANY islands.)</p> <p>Main Lesson: Notes/discussion examining the tactics, strategies, and specific battles between the Americans and Japanese in the Pacific</p> <p>Assessments/HW: N/A</p>
Tue	<p>Objective: Identify the reason why statehood became SO important in the mid-1800s</p> <p>Do Now Activity: What was the benefit of adding states in the mid-1800s? What other possible influence did they have? (Slavery)</p> <p>Main Lesson: Notes/discussion on the role of slave states/free states and why each of them had a direct relationship to statehood</p> <p>Assessments/HW: N/A</p>	<p>Objective: Introduce the attributes and overall feeling amongst soldiers on D-Day</p> <p>Do Now Activity: What is the image in your head for D-Day? What does the "D" mean in D-Day? What even was the goal of it?</p> <p>Main Lesson: Explain and complete D-Day Primary Source Activity</p> <p>Assessments/HW: D-Day Primary Source Activity</p>

<p>Wed</p>	<p>Objective: Examine the roles of Spain, Mexico, and America that eventually lead to Mexican independence and eventually Texas independence</p> <p>Do Now Activity: REVIEW: What was Mexico's government upset with the United States for? How did most Mexican citizens feel?</p> <p>Main Lesson: Notes/discussion bringing together all of the events leading up to Mexican and Texas independence</p> <p>Assessments/HW: N/A</p>	<p>Objective: Identify the specific events and actions before D-Day and after D-Day</p> <p>Do Now Activity: What thoughts would be going through your mind as an allied soldier on D-Day? As a Nazi Soldier? (Think about the status of the war at this time.)</p> <p>Main Lesson: Notes/discussion on the details before and after D-Day took place</p> <p>Assessments/HW: N/A</p>
<p>Thu</p>	<p>Objective: Complete Texas/Mexican Activity in which students will identify aspects of their lives that have Mexican influence</p> <p>Do Now Activity: N/A</p> <p>Main Lesson: Introduce and explain the Texas Mexican Activity</p> <p>Assessments/HW: Texas/Mexican Activity</p>	<p>Objective: Introduce the Battle of the Bulge and its negative effects on both the Allies and the Nazis</p> <p>Do Now Activity: REVIEW: What were ALL of the events from the Nazis we have talked about thus far? (Think about the battles and main moves.)</p> <p>Main Lesson: Brief notes/discussion on the past events between Germany and the world that lead up to the Battle of the Bulge</p> <p>Assessments/HW: WW2 Major Battle/Conflict Question</p>

Fri	<p>Objective: Observe and present current events</p> <p>Do Now Activity: N/A</p> <p>Main Lesson: Current event presentations</p> <p>Assessments/HW: N/A</p>	<p>Objective: Examine and identify World War 2 themes in the film</p> <p>Do Now Activity: N/A</p> <p>Main Lesson: Watch “Dunkirk” and answer corresponding questions</p> <p>Assessments/HW: Dunkirk Movie Questions</p>
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C3 Framework- D2.His.1.9-12. , D2.His.5.9-12. , D2.His.9.9-12., D2.His.4.9-12 SAS Standards- 8.1.9.B , 8.4.9.A , 8.3.9.A ,8.1.12.B