|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of | Monday  10/1 | Tuesday  10/2 | Wednesday  10/3 | Thursday  10/4  ½ day | Friday  10/5 |
| Lesson | Turn in Projects and begin presentations | 1. Watch video on the start of slavery in America  2. Read 4.3 together  3. complete Exit ticket “How did the Plantations System and lack of indentured servants affect the status of Africans in America” | 1. Listen to 4.4 while following along.  Complete the card sort and close reading activities. | Had out the study guide. Students complete as much as they can during class. | Complete the chapter 4 study guide.  Test will be on Monday. |
| Content Objective | Students will be able to synthesize how English ideas of government influenced colonists by understanding the life of colonists, including food, clothing, speech, homes, education, and occupations by researching on all aspects of life. | Student will be able to explain the ideology of the institution of slavery, its policies, and consequences by examining the beginning of slavery in America through a video and reading. | Students will be able to explain how colonist’s ideas of government began to grow from the 1st Great Awakening and Enlightenment by reading about the philosophers of the time, and identifying the views that colonist began to believe while completing a closed reading activity. | Study guide | Study guide |
| Language Objective | **Student will orally identify what aspects of a project make it “Good” with a partner and then share out to the class.** | **Students will orally identify prior knowledge of the start of slavery in America.** | **Students will orally define Enlightenment and identify how it affected the colonist’s views.** | **Study guide** | **Study guide** |
| Vocabulary |  |  |  |  |  |
| Assessment | **Score a 3 or 4 on the Student created rubric for the completed project.** | Correctly answer the exit ticket. | Correctly complete all 16 items of the closed reading activity and correctly place all 8 effect cards on the chart. | Correctly fill in the study guide | Correctly fill in the study guide |
| GLCE | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War |