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| 8th gradeSocial Studies | Monday10-10 | Tuesday10-11 | Wednesday10-12 | Thursday10-13 | Friday10-14 |
| Content OBJECTIVE: | Students will be typing up their Patriots Pen essays. | Students will be able to demonstrate comprehension of the reasons, causes and effects of the French and Indian War by reading text, watching a video, then verbally explain what happened during the war.I can explain who was involved in the war, why it was fought, where and when it was fought, and what happened because of the war. | Students will be able to demonstrate comprehension of the reasons, causes and effects of the French and Indian War by reading text, watching a video, then verbally explain what happened during the war.I can explain who was involved in the war, why it was fought, where and when it was fought, and what happened because of the war. | Students will be able to demonstrate knowledge of the conflict that happened with the native Americans following the French and Indian War by creating a cause and effect chart. | Students will be able to demonstrate knowledge of British actions that pushed the c colonists to react, leading to the American Revolutionary war by creating a time line of events leading up to the start of the war. |
| Language OBJECTIVE | NONE | I can orally identify who fought for each side in the French and Indian War using a sentence stem:\_\_\_ and \_\_\_ fought against | I can orally explain the Treaty of Paris using a sentence Stem:With the Treaty of Paris, Britain got \_\_\_\_ and France got \_\_\_\_\_\_. | I can write to name 3 things the British did that angered the colonist using a sentence stem:When the British did \_\_, \_\_ and \_\_\_ it angered the colonists. | I can orally explain the “Shot Heard Round the World” using key words:MinutemenLexingtonConcord |
| VOCABULARY: | * Militia
* Alliance
* Cede
* Minutemen
* Duty
* Boycott
* Petition
 | * Militia
* Alliance
* Cede
* Minutemen
* Duty
* Boycott
* Petition
 | * Militia
* Alliance
* Cede
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* Minutemen
* Duty
* Boycott
* Petition
 | * Militia
* Alliance
* Cede
* Minutemen
* Duty
* Boycott
* Petition
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| GLCE: | None | **F1.1** **Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing**• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) • 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**• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) • 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  | **F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describes the role this document played in expressing**• Colonists’ views of government• Their reasons for separating from Great Britain. | **F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describes the role this document played in expressing**• Colonists’ views of government• Their reasons for separating from Great Britain. |
| Activity | Patriots pen essay | Brain pop video | 5 w’s of the French and Indian WarMap of before and after the war | Cause and effect chartExit ticket | Time line |