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| 8th grade  Social Studies | Monday  10-10 | Tuesday  10-11 | Wednesday  10-12 | Thursday  10-13 | Friday  10-14 |
| 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:  Minutemen  Lexington  Concord |
| VOCABULARY: | * Militia * Alliance * Cede * Minutemen * Duty * Boycott * Petition | * Militia * Alliance * Cede * Minutemen * Duty * Boycott * Petition | * Militia * Alliance * Cede * Minutemen * Duty * Boycott * Petition | * Militia * Alliance * Cede * Minutemen * Duty * Boycott * Petition | * Militia * Alliance * Cede * Minutemen * Duty * Boycott * Petition |
| 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 War  Map of before and after the war | Cause and effect chart  Exit ticket | Time line |