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| Week of | Monday  10/14 | Tuesday  10/15 | Wednesday  10/16 | Thursday  10/7 | Friday  10/18 |
| Lesson | 1. Finish notes from chapter 5 on pages 11 and 12 of the Interactive Notebook. 2. Complete the Declaration of Independence foldable. | 1. Complete the study guide | 1. Take F1 test 2. Sign in to flip grid and answer the question | 1. Introduce Patriots Pen 2. Brainstorm possible ideas 3. Research so that a quote can be used in the writing. 4. Write the 1st draft. | 1. Complete a student led edit and a teacher led edit. 2. Type the essay in google docs and share with Mrs. Molnar |
| Content Objective | Students will be able to demonstrate knowledge of the consequences of the American Revolutionary war  by identifying colonists change in their view of freedom and equality. | Students will be able to demonstrate comprehension of the colonist’s views, the Declaration of Independence, and the consequences of the American Revolution by summarizing information learned in a study guide. | Students will be able to demonstrate comprehension of the colonist’s views, the Declaration of Independence, and the consequences of the American Revolution by summarizing information learned in a test. | Students will be able to demonstrate synthesis of citing specific textual evidence to support a piece of writing by composing an essay about what makes America great. | Students will be able to demonstrate synthesis of citing specific textual evidence to support a piece of writing by composing an essay about what makes America great. |
| Language Objective | Students will orally discuss what they know about the consequences of the American Revolutionary war using a turn and talk to you A/B partner. | Students will write to explain the colonist’s views, the Declaration of Independence, and the consequences of the American Revolution using key vocabulary words. | Students will write to explain the colonist’s views, the Declaration of Independence, and the consequences of the American Revolution. | Students will orally discuss what it means to cite textual evidence using a turn and talk with your A/B partners. | Students will write to explain what they think makes America Great.. |
| Vocabulary |  | Militia  Alliance  Cede  Limited government  Self-government  Taxes  Duty |  |  |  |
| Assessment |  |  |  |  |  |
| GLCE | **F1.3 Describe the consequences of the American Revolution by analyzing the**  *• birth of an independent republican government*  *• creation of Articles of Confederation*  *• changing views on freedom and equality*  *• and concerns over distribution of power within governments, between government and the governed,*  *and among people* | **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) (C2)*  *• experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*  *• changing interactions with the royal government of Great Britain after the French and Indian War (C2)*  **F1.2 Using the Declaration of Independence, including the grievances at the end of the**  **document, describe the role this document played in expressing**  *• colonists’ views of government*  *• their reasons for separating from Great Britain. (C2)*  **F1.3 Describe the consequences of the American Revolution by analyzing the**  *• birth of an independent republican government (C2)*  *• creation of Articles of Confederation (C2)*  *• changing views on freedom and equality (C2)*  *• and concerns over distribution of power within governments, between government and the governed,*  *and among people* | **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) (C2)*  *• experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*  *• changing interactions with the royal government of Great Britain after the French and Indian War (C2)*  **F1.2 Using the Declaration of Independence, including the grievances at the end of the**  **document, describe the role this document played in expressing**  *• colonists’ views of government*  *• their reasons for separating from Great Britain. (C2)*  **F1.3 Describe the consequences of the American Revolution by analyzing the**  *• birth of an independent republican government (C2)*  *• creation of Articles of Confederation (C2)*  *• changing views on freedom and equality (C2)*  *• and concerns over distribution of power within governments, between government and the governed,*  *and among people* | [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources. | [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources. |