|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 8th grade  Social Studies | Monday  10-17 | Tuesday  10-17 | Wednesday  10-18 | Thursday  10-19 | Friday  10-20 |
| Content OBJECTIVE: | Students will be able to understand the acts that the British Parliament put on the colonist by summarizing the acts at stations with an article and a flip book | Students will be able to understand the events leading up to the 1st shot of the Revolutionary war by explaining Paul revers Ride and the “shot heard round the world” | Students will be able to remember what steps the second continental congress took preparing for war by identifying the3 steps.  Students will be able to understand the early battles of the Revolutionary war and the effects by outlining those battles. | Students will be able to apply their knowledge of the events that led to the Revolutionary war and the early battles of the war by completing a study guide. | Students will be able to apply their knowledge of the events that led to the Revolutionary war and the early battles of the war by completing a test. |
| Language OBJECTIVE | I can orally explain the outcomes of the Treaty of Paris using a sentences stem:  Britain got \_\_\_\_\_\_ and France \_\_\_\_\_\_\_ in the Treaty of Paris | I can orally name and explain 2 acts by parliament that angered the colonist using a sentence stem.  Parliament enacted \_\_ which \_\_\_ and \_\_\_ which\_\_\_ that angered the colonists. | I can write to define what the olive branch was and the effects of it using a sentence stem:  The olive Branch was \_\_\_\_\_. King George \_\_\_\_\_ and Congress \_\_\_\_\_. | Study guide for test | Test |
| VOCABULARY: | * Monopoly * Minutemen * Blockade * Mercenary * Patriot * Loyalist | * Monopoly * Minutemen * Blockade * Mercenary * Patriot * Loyalist | * Monopoly * Minutemen * Blockade * Mercenary * Patriot * Loyalist | * Monopoly * Minutemen * Blockade * Mercenary * Patriot * Loyalist | * Monopoly * Minutemen * Blockade * Mercenary * Patriot * Loyalist |
| 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 | . **F1.1**  **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 Political and Intellectual Transformations | F1 Political and Intellectual Transformations |
| Activity | Flip book | Video and notes | Note taking | Study guide | test |