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| Week of  10/2 – 10/6 | Monday | Tuesday | Wednesday  1/2 day | Thursday | Friday |
| Lesson | 1. Vocabulary Matching  2. Read “Alice and her new Business”. Make a t-chart of the arguments for her and her parents side  3. View the power point and fill in the chart together. | 1. Finish the power point and the chart | 1. in groups, write each word in a sentence  2. Review the timeline of events from the colonists arrival to the start of the revolution  3. research taxes and acts imposed by Britain on the colonists | ½ day with PBIS party. | 1. Vocabulary quiz  2. watch the video “Liberty Kids – Shot heard ‘round the world”  3. Read about the Boston Massacre, Boston Tea party, the 1st Continental congress, Sons of Liberty and Lexington and Concord they write a summary |
| Content Objective | Students will be able to understand the ideas, experiences and interactions that influenced the changing interactions with Britain by summarizing the Navigation Acts, Salutatory Neglect, the French and Indian War, and the Proclamation of 1763 on a graphic organizer | Students will be able to understand the ideas, experiences and interactions that influenced the changing interactions with Britain by summarizing the Navigation Acts, Salutatory Neglect, the French and Indian War, and the Proclamation of 1763 on a graphic organizer | Students will be able to remember the taxes and acts Britain imposed on the colonists by researching them and identifying the key facts in their interactive notebooks. |  | Students will understand the start of the revolutionary war by reading about key events, including the first shot and writing a summary of what happened. |
| Language Objective | Students will write to summarize actions that changed the relationship between Britain and the colonists. | Students will write to summarize actions that changed the relationship between Britain and the colonists. | Students will orally discuss the cause and effect of several events leading to the Revolutionary war. |  | Students will orally discuss the key events of the start of the Revolutionary war and verbalize a summary. |
| Learning Target | I can understand the actions that led to a changing relationship between Britain and the colonist by reading about the actions and then writing a summary of the actions. | I can understand the actions that led to a changing relationship between Britain and the colonist by reading about the actions and then writing a summary of the actions. | I can understand the timeline of events leading up to the Revolutionary war and identify some of the specific taxes and acts the angered the colonists. |  | I can understand the key events that led to the start of the Revolutionary war by summarizing them. |
| Vocabulary | * duty * boycott * minutemen * cede * milita |  |  |  |  |
| Assessment |  |  |  |  |  |
| GLCE | 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 |  | F1.1 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 |