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| Week of  | Monday10/21 | Tuesday10/22 | Wednesday10/23½ day | Thursday10/24 | Friday10/25 |
|  Lesson | 1. Listen to Mr. Betts Declaration of Independence and Common-Sense songs
2. Read chapter 6, section 1 of the text
3. Complete a graphic organizer that explains the parts of the Declaration of Independence
 | 1. Teacher and Student Led Edit of Patriots Pen Essay’s
2. Make corrections and changes
3. Print and turn in.
 | 1. Listen To chapter 6, section 4 on C.D.
2. Exit ticket: “How did the Americans win the war with Britain and make peace?”
 | 1. MC3 unit 2, lesson 1
2. Complete Student hand out 1 in groups and then discuss
3. Complete Student handout #2 as a whole class.
4. In groups, read a Section of the Articles of Confederation and summarize what was meant.
 | 1. Listen to Mr. Betts Article of Confederation
2. Complete the Interactive Notebook activity identifying the strengths, weaknesses and successes of the Articles of Confederation
3. Justify how the weakness lead to the failure on a type2
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| Content Objective | Students will be able to demonstrate knowledge of the Declaration of Independence by listing the parts of the Declaration of Independence and Explaining correctly what is meant by each part in a graphic organizer. | 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 comprehension of the consequences of the American Revolutionary war by reading text and explaining on an exit ticket “How Americans won the war and made peace” | Students will be able to demonstrate comprehension of what the Articles of Confederation state by reading actual excerpts from the document and summarizing what it states. | Students will be able to demonstrate evaluation of the reasons for the adoption and failure of the Articles of Confederation by identifying the strengths and weakness and by evaluating why it failed on a type 2 writing. “name on weakness and explain how that contributed to the failure of the Articles. |
| Language Objective | Students will orally explain how the Declaration of independence came to be using key vocabualry.Stamp ActBoston MassacreBoston Tea PartySugar Act | Students will orally explain one of the reasons they chose for the essay with an A/B partner.  | Students will listen to the consequences of the American Revolutionary war and be prepared to explain what they understand to their A/B partner | Students will orally discuss what the Articles of Confederation state using a sentence stem:The section of the Article of Confederation that I read states… | Students will write to explain the reasons for the adoption and failure of the Articles of Confederation using a complete sentences on a type 2. |
| Vocabulary |  |  |  |  |  |
| Assessment  | Graphic Organizer | Essay | Exit ticket | Orally discuss | Type 2 |
| GLCE | **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)* | [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. | **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* | – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles ofConfederation (e.g., why its drafters created a weak central government, challenges the nationfaced under the Articles, Shays’ Rebellion, disputes over western lands). | – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles ofConfederation (e.g., why its drafters created a weak central government, challenges the nationfaced under the Articles, Shays’ Rebellion, disputes over western lands). |