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| Week of  9/18 – 9/22 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson | 1. Put words into the vocabulary notebooks.  2. Using the Text books, read about the first colony to North America.  3. Complete the questions page and glue it into the notebooks. | 1. Bell work: complete the vocabulary matching activity  2. Discuss how moving to a new land might be difficult and what it would require.  3. Using the Texts, read about James town and then complete the foldable. | 1. Bell work: in table groups, write a sentence for the word assigned to the table.  2. Read pages 66-70, in the text, aloud with a purpose: find things that are similar between Jamestown and Plymouth colony.  3. Complete the foldable for the interactive notebooks. | 1. Bell Work: Verbal states the definitions for each word.  2. Using the text, complete the graphic organizer for the colonial regions.  3. Homework: cut out, label and color the map of the original 13 colonies. | 1. Vocabulary quiz  2. Display the essential question and explain that we will be learning about the early attempts at government.  What the video on the Mayflower and the Magna Carta.  4. Cut/glue the graphic organizer in the note books. 5. Read the “magna Carta” article together and complete the 1st column of the chart together.  6. Students complete the rest independently. |
| Content Objective | **Students will be able to demonstrate understanding of who the first colonist to North America were and what happened to them by summarizing key information about them** | **Students will be able to demonstrate understanding of Jamestown Colony by reading text about Jamestown, then summarizing the key information on a foldable.** | **Students will be able to demonstrate analysis of the experiences of Jamestown and Plymouth colony by reading text and comparing the unique qualities and shared qualities of each colony on a Venn diagram.** | **Students will be able to remember the unique characteristics of the colonial regions which will lead to understanding the differences between each region by identifying the geographic, social and economic differences.** | **Students will be able to demonstrate analysis of early attempt at government by reading primary sources, working to understand them, and comparing each of them on a graphic organizer.** |
| Language Objective | **Students will orally discuss the Roanoke colony and hypostasize what happened to them.** | **Students will orally discuss how moving to a new land might be difficult.** | **Students will read to find similarities between James town and Plymouth colony.** | **Students will orally define the vocabulary in a-b partner groups, and then share their answers.** | **Students will orally identify the importance of a government for a society by completing a think-pair-share.** |
| Learning Target | **I can explain who the first colonists to North America were, why they came, and what happened to them by completing a 5W’s worksheet in the interactive notebooks.** | **I can summarize the key information about the Jamestown colony and explain how and why staring a new colony in a new place is difficult by orally explaining and completing a foldable for my interactive notebook.** | **I can list the unique and similar qualities of the Jamestown and Plymouth colonies by reading text and completing a Venn Diagram.** | **I can label all 13 original colonies on a map and identify the region they are associated with (New England, Middle, or Southern).**  **I can list the qualities (geographic, societal, and Economic) that make each colonial region unique on a graphic organizer.** | **I can analyze the first documents that set up government systems and discuss why government systems are important to a society by reading primary sources and listing what made each document successful or not.** |
| Vocabulary | * Colony * Religious freedom * Representative government * Town meeting * Royal colony |  |  |  |  |
| Assessment | 5 W’s sheet | Foldable | Venn diagram | Graphic organizer | Vocabulary Quiz |
| 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 | **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 |