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| Week of | Monday  9/23 | Tuesday  9/24 | Wednesday  9/25 | Thursday  9/26  ½ day | Friday  9/27 |
| Lesson | 1. Sign in to Moodle 2. Complete colonial card sort 3. Discuss the characteristics of each region | 1. “Lord of the Flies” simulation MC3, U-1, L-4 | 1. Text in the middle strategy “Considering a State of Nature” | 1. Compare the Magna Carta, the mayflower compact and the English Bill or rights. | 1. Finish comparing and discussing the effects and impact of these three documents. |
| Content Objective | Students will be able to demonstrate Comprehension of the differences in the regions of the U.S. as colonies formed by sorting characteristic cards into regions then gluing them in to the INB. | Students will be able to demonstrate Application of the experiences that influenced the colonist’s decisions by completing a simulation of survival and the formation of a government. | Students will be able to demonstrate Knowledge of determining the central idea of a primary source by reading and providing an accurate summary of the text. | Students will be able to demonstrate Analysis of the experiences that influenced the colonist’s decisions by comparing experiences with self-government and understand how they are different and similar. | Students will be able to demonstrate Analysis of the experiences that influenced the colonist’s decisions by comparing experiences with self-government and understand how they are different and similar. |
| Language Objective | Students will orally discuss which characteristics go with each of the regions of the U.S. and why that might be the case. | Students will orally define simulation and tell of a time they have participated in one. | Students will orally discuss Primary Sources and their usefulness in studying history. | Students will orally discuss the term self-government and how it relates to the government system we have today. | Students will orally discuss what similarities they have found between the mayflower compact, the magna carta, and the English bill o f rights using the following sentence stem:  One similarity between the three documents is…  One difference is… |
| Vocabulary | 1. Chronological order 2. Region 3. Geographic 4. Economic 5. Sociocultural 6. Political   Match the words to a picture | Orally say a sentence for each word | Vocabulary quiz |  |  |
| Assessment | Sort Colonial characterization cards | Simulation | Read primary source | Compare chart | Compare chart |
| 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 | [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices  • immigration and the growth of nativism  • race relations  • class relations | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices  • immigration and the growth of nativism  • race relations  • class relations |