|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of  | Monday9/24 | Tuesday9/24 | Wednesday9/26 | Thursday9/27½ day | Friday9/28 |
|  Lesson | 1. Read/listen to chapter 4, section 12. Write out the answers to questions 1-3 on page 106 and a and b on page 103 | 1. Channel on news2. pick a topic from the basket to research3. Come up with the best qualities for a project (a rubric) | 1. Finish projects and turn them in | PBIS field day | 1. Watch video on the start of slavery in America2. Read 4.3 together3. complete Exit ticket “How did the Plantations System and lack of indentured servants affect the status of Africans in America” |
| Content Objective | Students will be able to demonstrate knowledge of how the English ideas about Government influenced the colonist’s ideas of government by reading/listening to chapter 4.1 and writing a summary of the text. | Students will be able to synthesize how English ideas of government influenced colonists by understanding the life of colonists, including food, clothing, speech, homes, education, and occupations by researching on all aspects of life. | Students will be able to synthesize how English ideas of government influenced colonists by understanding the life of colonists, including food, clothing, speech, homes, education, and occupations by researching on all aspects of life. |  | Student will be able to explain the ideology of the institution of slavery, its policies, and consequences by examining the beginning of slavery in America through a video and reading. |
| Language Objective | **Students will orally write a list of 3 ideas that the English had about government that influenced colonists.** | **Student will orally identify what aspects of a project make it “Good” with a partner and then share out to the class.** | **Student will orally identify what aspects of a project make it “Good” with a partner and then share out to the class.** |  | **Students will orally identify prior knowledge of the start of slavery in America.** |
| Vocabulary |  |  |  |  |  |
| Assessment  | Correctly identify 3 ideas the English had about government. | Score a 3 or 4 on the Student created rubric for the completed project. | Score a 3 or 4 on the Student created rubric for the completed project. |  | Correctly answer the exit ticket. |
| GLCE | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • 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: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • 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: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • 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 |  | 8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences |