|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of  9/25 – 9/29 | Monday | Tuesday | Wednesday  1/2 day | Thursday | Friday |
| Lesson | 1. Vocabulary Notebooks  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. | 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. vocabulary sentences  2. Complete a type 2 “How and why did the relationship between Britain and the colonist change?”  Fca: explain the relationship in the beginning  Fca: list 3 reasons the relationship changed  Fca: use 3-5 of your vocabulary words. | 1. Complete the Unit 2 pretest  2. assemble data folders |
| Content Objective | 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. | 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 evaluate the ideas, experiences and interactions that influenced the changing interactions with Britain by reflecting on the Navigation Acts, Salutatory Neglect, the French and Indian War, and the Proclamation of 1763 on a type 2 | Students will complete a Unit 2 pretest. |
| Language Objective | Students will orally identify the importance of a government for a society by completing a think-pair-share. | 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 (a-b partners) create their topic sentence, and then write it. |  |
| Learning Target | 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. | 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 write to explain how specific actions changed the relationship between Britain and the colonists on a type 2 writing. |  |
| Vocabulary | * Limited Government * Natural rights * Republicanism * Common good * Individual rights |  |  |  |  |
| Assessment | Exit ticket: name one attempt at early government and explain it. |  | Graphic organizer | Type 2 | Unit 2 pretest |
| 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 |  |