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| 8th grade  Social Studies | Monday  9-26 | Tuesday  9-27 | Wednesday  9-28 | Thursday  9-29 | Friday  9-30 |
| Content OBJECTIVE: | SWBAT demonstrate comprehension of the ideas, experiences, and interactions that influenced the Middle colonies by completing a summarization on a graphic organizer | SWBAT demonstrate comprehension of the ideas, experiences, and interactions that influenced the Southern colonies by completing a summarization on a graphic organizer | SWBAT demonstrate comprehension of Colonial ideas of government by summarizing how each colony set up its government. | SWBAT demonstrate evaluation of the ideas of slavery by reflecting on how geography and economics played a role in the growth of slavery in some colonies and not in others in a type 2 writing. | SWBAT demonstrate knowledge of the role of religion in the growth of the colonies by outlining the development of schools, the great awakening, and enlightenment during colonial times. |
| Language OBJECTIVE | SW orally identify where on a current U. S. map the New England colonies would be using complete sentences. | SW orally identify at least on difference between the New England and Middle colonies using specific vocabulary.  Differences  Contrasts | SW orally name 3 colonial experiences with government using a sentence stem:  \_\_\_, \_\_\_\_ and\_\_\_\_ are example of the colonists experiences with self-government. | SW write to explain how the colonists got their ideas of government using key words:  Magna Carta  Parliament | SW orally explain the differencesin slavery in the different colonies using a sentence stem:  \_\_\_ colonies had more slaves then \_\_\_\_\_ because \_\_\_\_\_. |
| VOCABULARY: | Magna Carta  Parliament  Freedom of the Press  Toleration  Plantation | * Magna Carta * Parliament * Freedom of the Press * Toleration * Plantation | * Magna Carta * Parliament * Freedom of the Press * Toleration * Plantation | * Magna Carta * Parliament * Freedom of the Press * Toleration * Plantation | * Magna Carta * Parliament * Freedom of the Press * Toleration * Plantation |
| 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 | **8 – U4.2.2**  **The Institution of Slavery** – Explain the ideology of the institution of slavery, its policies, and consequences. | **8 – U4.3.5**  Evaluate the role of religion in shaping antebellum reform movements. |
| Activity | Note Taking | Note Taking | Note Taking | Type 2 | Graphic Organizer |