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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. Choose an item. | | | | | | **Vocabulary:** English Bill of Rights; Magna Carta; liberty; limited government; Mayflower Compact; Thomas Paine; Founding Fathers; Acts of Parliament; oppression; consent of the governed; self-government; boycott; unalienable; independence; grievances; taxation; Declaration of Independence; natural rights | |
| **Monday (B)** | | | **Tuesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:**  How did the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” influence the colonists’ views of government? | | | **Essential Question:**  -What led the American colonists toward declaring independence from Great Britain? | | | **Essential Question:**  -How did the American colonists justify independence? | |
| **H.O.T. Questions:**  -What ideas justify the American colonists’ decisions about government and their society?  -What is your interpretation of these founding historical texts and their views on government? | | | **H.O.T. Questions:**  -How were the policies adopted by the British government in the American colonies connected to colonial grievances?  -What ideas formed the arguments for the colonists’ desire for independence? | | | **H.O.T. Questions:**  -How does the Declaration of Independence express the concept of natural rights?  -What is the relationship between natural rights and government, as expressed in the Declaration of Independence? | |
| **Bell Ringer:**  Complete the “Big Idea” pre-learning chart posted on the board covering the terms: Rule of Law, Self-Government, Limited Government, Rights. | | | **Bell Ringer:**  How would you feel if someone else (a parent or guardian, perhaps) would be making decisions for you for the rest of your lives? Why should you have the right to make your own decisions? *[We will relate this to British control over the American colonies.]* | | | **Bell Ringer:**  -Where do the ideas of life, liberty, and happiness come from? Which do you think is the most important one, and why? | |
| **Learner Outcome:**  Students will interpret historical documents and their ideas about government and society. They will also cite evidence to connect these ideas to those of the American colonists. | | | **Learner Outcome:**  Students will connect British actions to colonial responses, analyzing their effects. They will also evaluate the ideas used by the colonists to justify their eventual independence. | | | **Learner Outcome:**  Students will interpret the Declaration of Independence, showing its relationship to the concept of natural rights. They will also analyze the connection between natural rights and government, as expressed in the Declaration of Independence. | |
| **Whole Group:**  -Short quiz on Enlightenment thinkers.  -Distribute reading handouts on the founding documents.  -Short video on Magna Carta (from the British Library):  <https://www.youtube.com/watch?v=7xo4tUMdAMw>  -Students will work in groups to fill out chart that describes and interprets each of these founding documents.  -Each group will be asked to “teach” the class about a certain document in a short (i.e. 2 minute) presentation that goes over the chart.  -Writing activity interpreting the ideas of the Magna Carta  **Evidence Based Writing: Cite specific evidences when writing or speaking to support conclusions drawn from text.**  -What ideas justify the American colonists’ decisions about government and society? Use RACE to answer the question. | | | **Whole Group:**  -P1: Finish “Common Sense” part of chart from previous class.  -Distribute tablets to students for classwork.  -Play Kahoot review game about the founding documents and to review Enlightenment thinkers  -Lecture on the French & Indian War, and how various British policies and acts post-war angered the colonists and eventually led to the Declaration of Independence.  -Group activity covering the Stamp Act as an example of the British policies that the colonists found intolerable; students will be asked to evaluate several of the protests that the colonists made with regards to the Stamp Act, as well as how effective they think those protests might have been.  -[P6: Advanced] We will go into more details regarding the colonial protests, analyzing images of the Boston Tea Party.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  -Which protest option(s) from the Stamp Act do you think would have been the most successful? Why? | | | **Whole Group:**  -Show short clip (~4 minutes) from John Adams mini-series on signing of Declaration of Independence:  <https://www.youtube.com/watch?v=nrvpZxMfKaU>  -Distribute handout with quotes from Declaration of Independence; students will work in pairs to fill out the chart which links elements of the Declaration of Independence to the concept of natural rights.  -Whole class will discuss how students filled out chart  -Creative activity in groups involving excerpt from grievances section of the Constitution 🡪 students will match the text of the document to the “simplified” version so that they can learn how to interpret the text.  -Writing activity using the grievances from the previous activity (see below)  **Evidence Based Writing: What are the important features or characteristic of ...? You evidence to support your answer.**  Analyze the excerpt from the Declaration of Independence covering the grievances of the American colonists toward King George III. Why did the Founding Fathers feel it was important to mention these grievances in the Declaration of Independence? Use RACE chart to answer this question. | |
| **Assessment:**  Short quiz on Enlightenment unit to measure student learning. Students will have to “teach” the class, allowing for an oral evaluation with the opportunity to correct any misconceptions or to explain further any ideas. | | | **Assessment:**  Kahoot game will review and reinforce learning of previous lessons, and handout/writing activity will allow evaluation of student writing and learning for today’s lesson. | | | **Assessment:**  Writing activity will be collected and graded as classwork. Groupwork will allow the teacher to provide differentiated instruction and to clarify any problem areas for the students. | |
| **Home Learning:**  Write 3 Jeopardy-style questions covering today’s lesson, w/4 multiple choice answers for each. These will be used for a future Kahoot review game. | | | **Home Learning:**  -Choose one of the British policies discussed in class and the colonial response. Construct a short written play-by-play of the event, as if you were a news anchor reporting on it. You may use an outside source to complete this assignment.  -Distribute project sheet covering project about the delegates to the Constitutional Assembly. | | | **Home Learning:**  -Start studying for first test, covering colonial America and its founding ideals.  -Play review games posted on Remind.  -Work on project. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Games | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Use short, distinctive directions & have students paraphrase what is said | P1 - | | Choose an item. |
| P2 – YM | Games | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Use short, distinctive directions & have students paraphrase what is said | P2 - | | Choose an item. |
| P4 – DM; OP | Games | P4 – GD-K; AT-K; OW-504 | | Use short, distinctive directions & have students paraphrase what is said | P4 - | | Choose an item. |
| P5 – AR | Games | P5 – IH-K; GA-504 | | Use short, distinctive directions & have students paraphrase what is said | P5 - | | Choose an item. |
| P6 – FB | Games | P6 – GN-504 | | Use short, distinctive directions & have students paraphrase what is said | P6 – BK | | Open-Ended Tasks |
| P7 – PA; ES | Games | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Use short, distinctive directions & have students paraphrase what is said | P7 - | | Choose an item. |
| P8 – KS; CS | Games | P8 – AC-504 | | Use short, distinctive directions & have students paraphrase what is said | P8 – DA | | Open-Ended Tasks |