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| **Civics** | | | | | | | |
| **Civics Standards:**  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:** liberty; limited government; Founding Fathers; Acts of Parliament; oppression; consent of the governed; self-government; boycott; unalienable; independence; grievances; taxation; Declaration of Independence; natural rights; tyranny; colonial complaints; preamble; taxation without representation; unalienable; quartering; | |
| **Monday (B)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  -What led the American colonists toward declaring independence from Great Britain? | | | **Essential Question:**  -How did the American colonists justify independence? | | | **Essential Question:**  - How can I succeed on the test next week? | |
| **H.O.T. Questions:**  -How were the policies adopted by the British government in the American colonies connected to colonial grievances?  -Can you evaluate the responses of the American colonists to the Acts of Parliament that they found oppressive?  -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? | | | **H.O.T. Questions:**  - How did the Declaration of Independence connect natural rights with the role of government?  - What do I already know well about the material from this unit, and what areas do I need to study further?  - What terms or content areas do I need help with?  - What strategies can I use to study over the weekend? | |
| **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:**  - Of the ideas of life, liberty, and happiness, which do you think is the most important, and why? | | | **Bell Ringer:**  After looking at the review sheet at home:   1. What is one area in which I feel confident? 2. What is one area in which I need help or to study further? 3. What are some strategies that I can use to study over the weekend? | |
| **Learner Outcome:**  Students will connect British actions to colonial responses, analyzing their effects, and they will evaluate the ideas used by the colonists to justify their eventual independence. They will also analyze primary source images to determine the perspective and message of the artist. | | | **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. | | | **Learner Outcome:**  Students will analyze the connection between natural rights and government as expressed in Section 2 of the Declaration of Independence. They will also evaluate their strengths and weaknesses with the material from this unit, as well as their studying methods. | |
| **Whole Group:**  -Continuation of Thursday’s discussion about the British Acts of Parliament, covering how British policies after the French and Indian War angered the colonists.  -PowerPoint of a timeline covering the Townshend Act, Boston “Massacre,” Boston Tea Party, and Intolerable Acts. This will focus on why the colonists thought each act was taking away their liberty, rights, and self-government. It was also contain images and a multi-media approach to better interest the students.  -Writing activity (see “Evidence Based Writing” section).  -Pass out handouts for test study guide (also posted on Remind).  -Pass out handouts for Constitutional Convention project (also posted on Remind), with some time for discussion of what is expected of students for project.  -Use final 15 minutes to play review Kahoot game with students, utilizing their phones and classroom tablets.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  -Do you think that the colonial protests during the Boston Tea Party were effective forms of protest against the British? Why or why not? Use the image projected, as well as your notes and what we learned about protests and boycotts from our Stamp Act activity last class as evidence. Use RACE to answer this question. | | | **Whole Group:**  - Distribute handout with quotes from the 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 Declaration of Independence 🡪 students will match the text of the document to the “simplified” version so that they can learn how to better interpret the text.  -Show short clip (~4-5 minutes) from John Adams mini-series on signing of Declaration of Independence:  <https://www.youtube.com/watch?v=nrvpZxMfKaU>  -Writing activity using the grievances from the previous activity and the video clip (see below).  **Evidence Based Writing: Why and how did....happen? Use evidence to support your answer.**  Analyze the excerpt from the Declaration of Independence covering the grievances of the American colonists toward King George III. Choose one of the grievances and explain how that grievance violated one of the colonists’ natural rights. | | | **Whole Group:**  - Finish lesson on Declaration of Independence by working on or reviewing a handout which asks students to paraphrase excerpts of the declaration.  - [If not done on Tuesday or Wednesday] Students will work in pairs to fill out the chart which links elements of the Declaration of Independence to the concepts of natural rights and the social contract. They will use tablets as dictionaries to help them look up words they do not understand.  - Review of any test material from the study guide that students have questions regarding; discussion of studying tips and habits.  - Small group activity which will allow students to work together on their review sheet/study guide.  - Set aside ~20 minutes at the end of class to play Kahoot review game that covers key ideas and concepts that will be on their test next week.  **Evidence Based Writing: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**  - Complete worksheet that requires students to analyze language in the Declaration of Independence. Paraphrase excerpts from the declaration, putting it into words that are simple and easy for you to understand.  - What is the relationship between our natural rights and the role of government? | |
| **Assessment:**  The classwork activity will give the teacher an opportunity to grade student writing and their evaluation of the colonial tactics of protest. Kahoot game will review previous lessons and provide feedback on what needs to be reinforced in test review session. | | | **Assessment:**  Writing activity will be collected and graded as classwork. Group work will allow the teacher to provide differentiated instruction and to clarify any problem areas for the students. | | | **Assessment:**  Chart/worksheet will be collected and graded as classwork. Review session will show the teacher any concerns that students have about the upcoming test and allow the teacher to address these issues both in class and with additional review material/games posted on Remind for the students. | |
| **Home Learning:**  -Start working on your Constitutional Convention project.  -Start studying for test. | | | **Home Learning:**  -Study for test by reviewing notes, handouts, and study guide distributed to students, as well as playing review games posted on Remind.  -Work on project.  -Finish writing assignment (if not done in class). | | | **Home Learning:**  -Study for test. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Cooperative Learning | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps | P1 - | | Choose an item. |
| P2 – YM | Cooperative Learning | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps | P2 - | | Choose an item. |
| P4 – DM; OP | Cooperative Learning | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps | P4 - | | Choose an item. |
| P5 – AR | Cooperative Learning | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Cooperative Learning | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 – BK | | Research and Independent Study |
| P7 – PA; ES | Cooperative Learning | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps | P7 - | | Choose an item. |
| P8 – KS; CS | Cooperative Learning | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Research and Independent Study |