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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. SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. | | | | | | **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; just powers; taxation without representation; unalienable; quartering; debt; Articles of Confederation; Shays’ rebellion | |
| **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 did the weaknesses of the Articles of Confederation lead to the writing of the U.S. Constitution? | |
| **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:**  - What strengths and weaknesses did the Articles of Confederation possess?  - How did the Articles of Confederation reflect the Founding Fathers’ desire for limited government?  - What effect did a weak national government have on the United States? | |
| **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:**  - Review: What were three grievances of the colonists in the Declaration of Independence? Why did the colonists view these as violations of their rights? | |
| **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 assess the Articles of Confederation and evaluate their strengths and weaknesses. They will link the ideas behind the Articles of Confederation to the concerns of the Founding Fathers about limited government, and predict how the problems of the Articles would impact the writing of the Constitution. | |
| **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:**  - Distribute graphic organizer handout for students to take notes on during the reading and PowerPoint.  - Read p. 35-37 in the textbook collectively as a class, taking notes on important concepts.  - Teacher will pause the whole group reading at periodic times to ask questions and to elaborate on specific points not covered by the textbook, such as Shays’ Rebellion.  - Students will work independently or in small groups to complete questions 2-5 in the textbook on page 37.  - Set aside ~20 minutes at the end of class to review any key ideas or concepts that students have questions about for their test next week.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  -What was the overall problem with the Articles of Confederation? Give specific examples that illustrate this problem.  -Predict how you think the Constitution might have fixed this problem. | |
| **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:**  Textbook questions 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 addition 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:**  -Work on project.  -Study for test.  -Watch Articles of Confederation review video (~2 minutes): <https://www.youtube.com/watch?v=rPNKoDhTs00> | |
| **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 |