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| **Civics** | | | | | |
| **Social Studies 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. | | | | **Vocabulary:**  liberty; social contract; life; property; natural rights; limited government; self-government; due process; rights; rule of law; grievances; British policies; independence; legislatures, boycott; oppression; taxation; oppression; Acts of Parliament; colony; consent of the governed; repeal; tariff; taxation without representation; quartering; Declaration of Independence; Thomas Jefferson; Stamp Act; Boston Massacre; Boston Tea Party | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - Why did the American colonists declare independence from Great Britain? | | **Essential Question:**  - Why did the American colonists declare independence from Great Britain? | | **Essential Question:**  Why did the American colonists declare independence from Great Britain? | |
| **H.O.T. Questions:**  - What ideas formed the arguments for the colonists’ desire for independence?  - How did British policies cause colonial grievances about rights, liberty, and self-government? | | **H.O.T. Questions:**  - How did the Stamp Act and Boston Massacre make colonists feel as though their rights had been violated?  - What makes for an effective protest? | | **H.O.T. Questions:**  - How does the Declaration of Independence express the concept of natural rights?  - How did the colonists connect grievances against Britain with violations of their natural rights? | |
| **Bell Ringer:**  Display EOC review questions to students about the Enlightenment and Founding Documents lessons. | | **Bell Ringer:**  Give students about 5 minutes to study for their quiz on the Enlightenment and Founding Documents. | | **Bell Ringer:**  Of the ideas of life, liberty, and happiness, which do you think is the most important, and why? | |
| **Learner Outcome:**  Students will connect British policies to colonial grievances and trace this causal relationship through the Declaration of Independence. They will also analyze how colonial responses reflected the underlying themes of rights, liberty, and representation. | | **Learner Outcome:**  Students will connect British actions in the Stamp Act and Boston Massacre to colonial responses regarding rights, liberty, and self-government. They will also evaluate forms of protest, such as in the Boston Tea Party, for effectiveness. | | **Learner Outcome:**  Students will analyze how the Declaration of Independence reflects the ideas of Locke in natural rights and the social contract. They will also connect specific grievances against Britain with violations of natural rights. | |
| **Whole Group:**  - Go through the Bell Ringer questions with the students and discuss the correct answers, re-teaching any concepts or ideas that the class as a whole answered incorrectly.  - Post a reading on Teams which discusses the Road to Revolution, from the French and Indian War through the Stamp Act, Quartering Act, Intolerable Acts, and so forth, all the way through the grievances that led to the start of the Revolutionary War and the Declaration of Independence. Begin to read this together with the class and explain each of the key events, as well as how these British policies affected the colonists and motivated them to declare independence.  - As we read together as a class, have students go to the Assignments tab on Teams and begin to fill out the cause-and-effect chart posted which will help students to organize the British policies and the colonial reactions to them.  - Release students to complete the reading and the rest of the chart on their own. Give students about 30-40 minutes to do so.  - Once students have completed the chart, go over it together as a class, calling on students to share their answers and explaining important vocabulary and ideas along the way.  - As a lesson close, direct students to <https://imgflip.com/memegenerator> and ask them to create another meme, this time about an event on the Road to Revolution. They will post this meme on the “Memes” channel of Teams, along with a sentence explaining their choice of picture and wording, as well as how it relates to the lesson.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    Why were the colonists angry at the policies of Great Britain during the 1760s and 1770s? How did the colonists think that these policies took away their rights? Use details from our reading today and previous lessons to explain your answer. | | **Whole Group:**  - Direct students to the “Enlightenment & Founding Documents” quiz that will be posted on Teams as an assignment. Opening the assignment will link students to the quiz on Microsoft Forms, which will be multiple choice. As students complete and submit the quiz, Microsoft Forms will automatically grade their quizzes and show them the correct answers, with explanations for all answer choices provided. Give students about 20-30 minutes to finish this quiz.  - Display excerpts from a reading on the Stamp Act for students to see and read together. Connect this act to the previous lesson, as the Stamp Act was one of the first British acts that colonists felt had violated their rights. Review briefly with students their notes.  - After reading the excerpts on screen, have students fill out a poll posted on our Teams page that asks students to analyze and evaluate the different protests utilized by the colonists in response to the Stamp Act. Were these protests effective? Discuss this with students once they have completed the poll.  - Display an image of the Boston Massacre to students. In the chat on Teams, ask them to describe the event and what they see. How would this image make them feel if they were a colonist? Discuss their answers.  - Show students an image of the Boston Tea Party as a form of protest by the colonists. Ask students to brainstorm ideas about what they see, then to write a paragraph answering the following question:  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or that is evident in an analysis of 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, as evidence. | | **Whole Group:**  - Discuss Bell Ringer question with the class.  - Show a short clip (~4-5 minutes) from the John Adams mini-series that covers the signing of Declaration of Independence:  <https://www.youtube.com/watch?v=nrvpZxMfKaU>. Ask students to listen to the language of the preamble of the Declaration of Independence that is being read out loud by the characters in the show.  - Direct students to Nearpod, where we will go through an interactive lesson about the Declaration of Independence. The teacher will lead students through a breakdown of the Declaration of Independence and a discussion of the different concepts and rights referenced by Thomas Jefferson.  - On Nearpod, students will then complete a fill-in-the-blank activity where they will use their phones/computers to “translate” several quotes of the Declaration of Independence that relate to the natural law/natural rights of Locke. Students will be given several highlighted words and, they will be asked to define them and re-write that quote in much simpler, easier-to-understand terms. They will also answer the question of what they believe to be the relationship between natural rights and government. Give students about 20-30 minutes to complete this activity.  - We will get back together as a whole group to discuss how students filled out their charts.  - Continuing with the Nearpod, students will then have a matching activity, where they will match 8 grievances from the Declaration of Independence with simplified versions of them written in common language. Explain to students that grievances are complaints, and demonstrate how to complete the matching activity.  - As a lesson close, ask students to complete the evidence based writing assignment below:  **Evidence Based Writing: Write to explain a historical figure or character's mood, referencing historical evidence.**    Pretend that you are a news reporter when the Declaration of Independence was signed. Create a short news report from the scene and pretend to interview Thomas Jefferson, choosing at least one grievance to ask him about. This news report should contain several lines of dialogue that should be based on at least one of the grievances or natural rights we have learned in class today. | |
| **Assessment:**  - The cause-and-effect chart and meme will together make up a classwork grade and will show the teacher how well students can recall and apply the key ideas of the Road to Revolution lesson. The Bell Ringer will serve as an informal assessment of how well students recall the previous two lessons, with an opportunity to re-teach key ideas. | | **Assessment:**  - The Enlightenment quiz will be a formal assessment to measure how well students have learned the ideas and key terms of the previous two lessons and can apply them, with recall and analytical questions. The writing activity will be graded as classwork and will give the teacher an opportunity to grade student writing and their evaluation of the colonial tactics of protest. The discussion about the images and protests will also provide an informal oral evaluation for student understanding and allow for immediate correction of any misconceptions. | | **Assessment:**  - The Nearpod activities and news report/interview will be graded as classwork and will give the teacher an opportunity to see how well students have understood the lesson. | |
| **Home Learning:**  - Study for quiz on the Enlightenment and Founding Documents. | | **Home Learning:**  - Finish writing assignment. | | **Home Learning:**  - Finish news report/interview. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Use of Illustrations  Manipulatives | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Use of Manipulatives  Break long assignments into small, sequential steps |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Use of Illustrations  Manipulatives | P2 – CB-K/F; CT-504; JV-504; NW-K | Use of Manipulatives  Break long assignments into small, sequential steps |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Use of Illustrations  Manipulatives | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Use of Manipulatives  Break long assignments into small, sequential steps |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Use of Illustrations  Manipulatives | P8 – EF-V/K; YP-K | Use of Manipulatives  Break long assignments into small, sequential steps | P8 - SB | Problem Based Learning |