Mrs. Gawlik 8th Grade US History October 15-19, 2018

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|  | Monday 10-15 | Tuesday 10-16 | Wednesday 10-17 | Thursday 10-18 | Friday 10-19 |
| Materials/Agenda | Now-and Then Contrast Book of the First Continental Congress, white paper | Formative Assessment- Brain Pop: The Causes of the Revolutionary War | Copies of mini-book, audio of Paul Revere’s Ride labels, colored pencils | Lexington and Concord timeline | Reward Day |
| Standard | F.1.1 Describe the ideas, experiences and interactions that influenced the colonist’s decisions to declare independence by analyzing the causes and effects of the Revolutionary war.  F.1.1 Summarize the cause and effects of the  First Continental Congress | F.1.1 Describe the ideas, experiences and interactions that influenced the colonist’s decisions to declare independence by analyzing the causes and effects of the Revolutionary war. | F.1.1 Describe the ideas, experiences and interactions that influenced the colonist’s decisions to declare independence by analyzing the causes and effects of the Revolutionary war.  F1.1 Describe the ideas that influenced Paul Revere’s Ride | F.1.1 Describe the ideas, experiences and interactions that influenced the colonist’s decisions to declare independence by analyzing the causes and effects of the Revolutionary war. |  |
| Content Objective  (Student Will Demonstrate…) | Comprehension of the causes and effects of boycotts against the First Continental Congress by summarizing boycotts back then and now with 80% accuracy. | Comprehension of the causes and effects of the Revolutionary War by watching a Brain Pop video. | Understanding about Paul Revere’s ride by listening to the poem, “Paul Revere’s Ride” by Henry Wadsworth. | Understanding of the key events that led to the Battle of Lexington and concord by creating a timeline. |  |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/504/Spec. Ed Accommodations  (reading- follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice/model language using US History terminology and the English language. | Write to explain in summary form the causes and effects of the Boston massacre using a Now-and Then Contrast Book of the First Continental Congress | Write to answer questions about the causes and effects of the Revolutionary war using Brain Pop with 90% accuracy. | Write to explain the in summary form the cause and effects of Paul Revere’s Ride to Lexington and Concord using a mini-book with 80% accuracy. | Write to explain in summary form with 90% accuracy, the key events that led to the Battle of Lexington using a timeline |  |
| Vocabulary | Limited Government, Natural Rights, Republicanism, Common Good, Individual Rights | Limited Government, Natural Rights, Republicanism, Common Good, Individual Rights | Limited Government, Natural Rights, Republicanism, Common Good, Individual Rights | Limited Government, Natural Rights, Republicanism, Common Good, Individual Rights |  |
| Differentiation/Modifications | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Technology (History channel Video | \* Individual learning  \*Technology | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Technology | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner think-pair-share  \*Technology |  |
| Activity/Exit Ticket/Key Questions to promote inquiry | -Why did Britain need to raise money?  -What was the sugar act?  -How did Great Britain enforce the payment of taxes?  -What was the Stamp Act; what was taxed under this act?  What were the sons of liberty; what did they do? | Brain Pop Quiz | -What was the cause of Paul Revere’s Ride?  -What was the effect? | -Who were the minute men?  -What is the significance Paul Revere’s Ride?  -What was the shot heard around the World?  -Who marched to concord? |  |