Mrs. Gawlik 8th Grade US History October 8-12, 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 10-8 | Tuesday 10-9 | Wednesday 10-10 | Thursday 10-11 | Friday 10-12 |
| Materials/Agenda | Label map of the 13 colonies, color, use textbook, map | Copies of flip book labels, clips from the History Channel | Graphic Organizer timeline, Internet, Textbook | Vocab Quiz, Boston Massacre time line | Now-and Then Contrast Book of the First Continental Congress, white paper |
| 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. | F1.1 Describe the ideas that influenced the ways Britain unfairly taxed the American colonists. | 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.  F.1.1 Summarize the cause and effects of the  Boston Massacre | 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 |
| Content Objective  (Student Will Demonstrate…) | Understanding of the locations of the 13 colonies and the year each was founded by labeling and coloring a map with 80% accuracy | Understanding about  why Great Britain needed to raise money by completing a flip book with 80% accuracy about how the colonists were unfairly taxes. | Comprehension of the 4 tax acts placed on colonists by defining each act with 80% accuracy | Comprehension of the Boston Massacre by summarizing the cause and effects (F.1.1) of the event with 80% accuracy | Comprehension of the causes and effects of boycotts against the First Continental Congress by summarizing boycotts back then and now with 80% accuracy. |
| 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 identify, and label and color each of the 13 colonies with its correct name and date it was founded using a map. | Using internet resources and flip book, write to explain in summary form why Great Britain needed to raise money and started unfairly taxing colonists. | Write to explain in summary form the Sugar Act, Stamp Act, Townshend Acts Intolerable Acts using a flipbook | Write to explain in summary form the cause and effects of the Boston Massacre using a graphic organizer | 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 |
| Vocabulary | Sugar Act, taxes, stamp act, sons of liberty, Repeal, petition, blockade, loyalist, monopoly, patriot | Repeal, petition, blockade, loyalist, monopoly, patriot | Sugar Act, Townshend Act, Intolerable Act, Stamp Act Repeal, petition, blockade, loyalist, monopoly, patriot | Repeal, petition, blockade, loyalist, monopoly, patriot | Repeal, petition, blockade, loyalist, monopoly, patriot |
| Differentiation/Modifications | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Technology (History channel Video | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share | \*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 | \*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? | -Complete each part of the Q & A using the 5 W’s and H | -What began to happen because of the new taxes?  -Why were colonist even more angered by the new acts? | -Using, First, next, then, and finally, fill out the timeline of the Boston Massacre | -Now-and Then Contrast Book of the First Continental Congress and why it was boycotted |