Mrs. Gawlik 8th Grade US History November 26-30, 2018

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|  | Monday 11-26 | Tuesday 11-27 | Wednesday 11-28 | Thursday 11-29 | Friday 11-30 |
| Materials/Agenda | Chapter 7.1 p204-209 | Chapter 7.1 p204-209 | Chapter 7.2 p212-217 | Chapter 7.2 p212-217 | Chapter 7.3 |
| Standard | F1.3 Describe the consequences of the American Revolution by analyzing the-Birth of an independent republican government-Creation of the articles of confederation-Changing views on freedom and equality-And, concerns over distribution of power within governments, between government and the governed, and among people.  | F1.3 Describe the consequences of the American Revolution by analyzing the-Birth of an independent republican government-Creation of the articles of confederation-Changing views on freedom and equality-And, concerns over distribution of power within governments, between government and the governed, and among people. | F1.3 Describe the consequences of the American Revolution by analyzing the-Birth of an independent republican government-Creation of the articles of confederation-Changing views on freedom and equality-And, concerns over distribution of power within governments, between government and the governed, and among people. | F1.3 Describe the consequences of the American Revolution by analyzing the-Birth of an independent republican government-Creation of the articles of confederation-Changing views on freedom and equality-And, concerns over distribution of power within governments, between government and the governed, and among people. | F1.3 Describe the consequences of the American Revolution by analyzing the-Birth of an independent republican government-Creation of the articles of confederation-Changing views on freedom and equality-And, concerns over distribution of power within governments, between government and the governed, and among people. |
| Content Objective(Student Will Demonstrate…) | Understanding of the weaknesses in the Articles of Confederation by completing a guided reading. | Understanding of the weaknesses in the Articles of Confederation by completing critical thinking questions on google classroom | Understanding of the constitutional convention how they agreed on a new plan of government by completing a guided reading. | Understanding of the constitutional convention how they agreed on a new plan of government by completing a guided reading. | Understanding of why many states wanted to include a Bill of Rights to the constitution by completing a guided reading. |
| Language Objective(Student Will…)WIDALanguage ObjectiveWIDA/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 with A/B partner how the weaknesses in the Articles of Confederation led Americans to believe they needed a stronger central government using a guided reading with 75% accuracy. | Write to answer questions of how the weaknesses in the Articles of Confederation led Americans to believe they needed a stronger central government using questions from chapter 7.1 with 80% accuracy.  | Write to explain with A/B partner why the constitutional convention wanted a new plan of government using a guided reading with 75% accuracy. | Write to answer questions about the reasons why the constitutional convention wanted a new plan of government using questions from Chapter 7.2 with 75% accuracy. | Write to explain with A/B partner why many states wanted to include a Bill of Rights to the constitution using a guided reading with 75% accuracy. |
| Vocabulary | Compromise, Three-fifths compromise, judicial Branch, Bill of rights, Ratify | Compromise, Three-fifths compromise, judicial Branch, Bill of rights, Ratify | Compromise, Three-fifths compromise, judicial Branch, Bill of rights, Ratify | Compromise, Three-fifths compromise, judicial Branch, Bill of rights, Ratify | Compromise, Three-fifths compromise, judicial Branch, Bill of rights, Ratify |
| Differentiation/Modifications | \*Whole group and individual learning\*Modeling\*Manipulatives\*A/B Partner think-pair-share \*Guided Reading | \*Whole group and individual learning\*Modeling\*Manipulatives\*A/B Partner think-pair-share \*Technology |  \*Whole group and individual learning\*Modeling\*Manipulatives\*A/B Partner think-pair-share \*Guided Reading | \*Whole group and individual learning\*Modeling\*Manipulatives\*A/B Partner think-pair-share \*Technology |  \*Whole group and individual learning\*Modeling\*Manipulatives\*A/B Partner think-pair-share \*Guided Reading |
| Activity/Exit Ticket/Key Questions to promote inquiry  | Chapter 7.1 p204-209 guided reading | Chapter 7.1 p204-209 Google Classroom | Chapter 7.2 p212-217guided reading | Chapter 7.2 p212-217Google Classroom | Chapter 7.3 218-212guided reading |

Mrs. Gawlik reserves the right to change or alter these plans at any time.