**US History Weeks 3 4 5 Aug 20, 27 and Sept 3**

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| **Day 6 /Mon Aug 20** |  |
| **Learning Target**  |  I can: explain how geography has influenced the development of the United States **(A.1.f)**  |
| **Bell Ringer**  | From memory, label map.  |
| **Instructional** **Method**  | Go three each challenge card and complete corresponding map |
| **Critical Vocabulary**  | Physical featuresNatural resourcesRegions |
| **Formative/Summative** | Activity is formative |
| **Modifications**  | Extended time as needed, work with partner or individually  |
| **Intended Homework**  | None |

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| **Day 7 / Tue Aug 21** |  |
| **Learning Target**  | I can: explain how geography has influenced the development of the United States **(A.1.f.)**  |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | Continue map labeling activity from Monday |
| **Critical vocabulary**  | Physical featuresNatural resourcesRegions |
| **Formative/Summative** | Reflection: how has the geography of the US impacted the way that people interactwith the land |
| **Modifications**  | Extended time as needed, work with partner or individually  |
| **Intended Homework**  | None |

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| **Day 8/ Wed Aug 22** |  |
| **Learning Target**  | I can: describe how the colonial period helped shape America’s founding ideals **(B.1.a)**  |
| **Bell Ringer**  | Review the list of Unit 1 vocabulary words and determine if you know, might know or don’t know |
| **Instructional** **Method**  |  Identify 12 vocabulary words from list, define and use one of four options f0r reinforcement.  |
| **Critical Vocabulary** | 29 words for Unit 1  |
| **Formative/Summative** | Identify and define 3 of the new words you chose.  |
| **Modifications**  | Extended Time |
| **Intended Homework**  | None if completed, otherwise homework to turn in tomorrow |

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| **Day 9 / Thurs Aug 23** |  |
| **Learning Target**  | I can: describe how the colonial period helped shape America’s founding ideals **(B.1.a)**  |
| **Bell Ringer**  | What do you know about Jamestown and also about the Pilgrims?  |
| **Instructional** **Method**  |  H.A. 4.1 and 4.2 Guided Reading questions |
| **Critical Vocabulary** | Mayflower CompactIndentured servants JamestownPlymouthPlantationsRacism |
| **Formative/Summative** | Compare Jamestown and Pilgrims at Plymouth |
| **Modifications**  | Extended Time |
| **Intended Homework**  | None but needed to complete at home if not completed in class |

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| **Day 10 / Fri Aug 24** |  |
| **Learning Target**  | I can: describe how the colonial period helped shape America’s founding ideals (**B.1.a)**  |
| **Bell Ringer**  | What were the first and second permanent English settlements in the Americas and when were they established?  |
| **Instructional** **Method**  | H.A. 4.1 and 4.2 Mini lecture on differences between Jamestown and Pilgrims at Plymouth (profit versus religious freedom)  |
| **Critical Vocabulary** | Mayflower CompactIndentured servants JamestownPlymouthPlantationsRacism |
| **Formative/Summative** | What do you think are some natural rights that we have just because we are humans?  |
| **Modifications**  | Large and small group |
| **Intended Homework**  | None |

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| **Day 11 / Mon Aug 27** |  |
| **Learning Target**  | I can: describe how colonial rights and the growth of self-government led to the American ideals we value today (B.1.a)  |
| **Bell Ringer**  | What do you think are some natural rights that we have just because we are humans? What makes them natural rights?  |
| **Instructional** **Method**  | 4.3 Main Idea Log “Rights of Englishmen”, Right to self-government, Albany Plan of Union, House of Burgesses, Seeking Religious Freedom, right to Free Expression, The Right to Think Freely- The Great Awakening |
| **Critical Vocabulary** | Virginia House of BurgessesBen Franklin and Albany Plan of Union 1754Act of Religious Toleration Peter Zenger Trial Great Awakening |
| **Formative/Summative** | Vocabulary Review  |
| **Modifications**  | Extra Time  |
| **Intended Homework**  | Read Section 4.3 and complete the main idea log |

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| **Day 12 / Tues Aug 28**  |  |
| **Learning Target**  | I can: describe how the colonists justified in rebelling against British rule. **(B.1.g)**  |
| **Bell Ringer**  | What makes people change from being really happy with a leader to hating that leader?  |
| **Instructional** **Method**  | H.A. 5.3 Overview of the Loyalists, Patriots and Moderates. Students will identify quotes and ideas and determine which category they will be placed in. Split it up, take pictures. 5.2 Discuss how end of French and Indian War was important because Britain needed money Introduce Road to Revolution Poster  |
| **Critical Vocabulary** | LoyalistsModeratesPatriotsDeclaration of IndependenceStamp ActCommittees of CorrespondenceBoston Tea PartyIntolerable Acts  |
| **Formative/Summative** |  |
| **Modifications**  |  |
| **Intended Homework**  | Read Ch. 5 Sections 5.2 and Section 5.4  |

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| **Day 13 and Day 14 / Tues Aug 28 and Wed Aug 29**  |  |
| **Learning Target**  | I can:  |
| **Bell Ringer**  | What came first? The fighting of the Revolution or the Declaration of Independence?  |
| **Instructional** **Method**  | Road to Revolution Poster  |
| **Critical Vocabulary** | 1. Stamp Act
2. Boston Tea Party
3. Committees of Correspondence
4. Boston Tea Party
5. Intolerable Acts
6. Battle of Lexington and Concord
7. Common Sense
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| **Formative/Summative** | Formative- Poster  |
| **Modifications**  | Extended Time / small group or individual work  |
| **Intended Homework**  | Finish Poster- turn in on Thursday |

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| **Day 15/ Thurs Aug 30** | NO CLASS CERT TESTING |
| **Learning Target**  | I can:  |
| **Bell Ringer**  |  |
| **Instructional** **Method**  |  |
| **Critical Vocabulary** |  |
| **Formative/Summative** |  |
| **Modifications**  |  |
| **Intended Homework**  |  |

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| **Day 16/ Fri Aug 31**  |  |
| **Learning Target**  | I can: review the Declaration of Independence and identify major grievances of the Patriots |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | Review the text of the D of I and watch a video of it being read. (meant to be spoken) Identify grievances  |
| **Critical Vocabulary** |  |
| **Formative/Summative** | Formative: Questions and class discussion Summative: Friday Sept 7  |
| **Modifications**  | Extended Time, group work  |
| **Intended Homework**  | n/a |

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| **Day 17/ Fri Aug 31**  |  |
| **Learning Target**  | I can: explain how the colonists moved from having complaints to declaring independence |
| **Bell Ringer**  | What was one of the important complaints of the colonists that you featured on your poster?  |
| **Instructional** **Method**  | PowerPoint on 5.4 Founding Fathers video on Washington/Common SenseFinish and turn in posters  |
| **Critical Vocabulary** |  |
| **Formative/Summative** | Formative: Questions and class discussion Summative: Friday Sept 7  |
| **Modifications**  | Extended Time, group work  |
| **Intended Homework**  | n/a |

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| **Day / Sept 3 and Sept 4** | No school – Labor Day  |
| **Learning Target**  |  |
| **Bell Ringer**  |  |
| **Instructional** **Method**  |  |
| **Critical Vocabulary** |  |
| **Formative/Summative** |  |
| **Modifications**  |  |
| **Intended Homework**  |  |

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| **Day 18/ Sept 5**  | SUB |
| **Learning Target**  | I can: review my knowledge on Unit 1 using the study guide |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | Review vocabulary from pre assessment In class work on study guide  |
| **Critical Vocabulary** | All from unit |
| **Formative/Summative** | Formative: turn in small slip with questions for Ms. RoeSummative: Fri Sept 7  |
| **Modifications**  | Extended time |
| **Intended Homework**  | Study for test on Friday  |

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| **Day 19 / Sept 6** | Shorter class during 3rd due to training events |
| **Learning Target**  | I can: review my knowledge of Unit 1 with class activities  |
| **Bell Ringer**  | What do you think are the three most important events that contributed to the American Revolution and Declaration of Independence |
| **Instructional** **Method**  | PyramidTimeline |
| **Critical Vocabulary** | All from unit  |
| **Formative/Summative** | Formative: review activitiesSummative: Friday Sept 7  |
| **Modifications**  | Extended time |
| **Intended Homework**  | Study for test |

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| **Day 20 / Fri Sept 7** |  |
| **Learning Target**  | I can: demonstrate my knowledge of Unit 1 on summative assessment  |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | TEST |
| **Critical Vocabulary** | All from unit  |
| **Formative/Summative** | Summative: Friday Sept 7  |
| **Modifications**  | Extended time |
| **Intended Homework**  | N/A |