

Lynn Emery  
United States History 8<sup>th</sup> grade

+	MONDAY 10-8-18	TUESDAY 10-9-18	WEDNESDAY 10-10-18	THURSDAY 10-11-18	FRIDAY 10-12-18
<b>CONTENT STANDARD</b>	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: • the core values declared as self-evident truths ("core principles") held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: • the core values declared as self-evident truths ("core principles") held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: • the core values declared as self-evident truths ("core principles") held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: • the core values declared as self-evident truths ("core principles") held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: • the core values declared as self-evident truths ("core principles") held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War
<b>CONTENT OBJECTIVE:</b>	SWBAT demonstrate comprehension of taxes placed on colonists from England leading to the Revolutionary War by writing to list and explain each tax in an interactive notebook page 4/4 taxes.	.SWBAT demonstrate comprehension of taxes placed on the colonists from England and why it led to the Revolutionary War using a Type3 with all 4 taxes listed and explained.	SWBAT demonstrate knowledge of how the taxes led to a rebellion (Boston Tea Party) prior to Revolutionary War by completing guided reading for Chapter 5 Section 3 with 80% accuracy.	SWBAT demonstrate comprehension of how the taxes led to a rebellion (Boston Tea Party) by explaining using with three facts about the rebellion.	SWBAT demonstrate analysis of how the taxes and events led to the Revolutionary War using talk to the text of an informational text.
<b>Measurable Outcome:</b>	Exit ticket 4/4 Taxes and explanation	4/4 Taxes explained on a Type 3	Guided Reading 80% accurate and complete	Three facts listed about Boston Tea Party	Text should have notations of questions, facts that are understood, parts to discuss
<b>LANGUAGE OBJECTIVE:</b>	SWBAT orally explain the taxes leading to Revolutionary War using sentences stems with partners.  The _____ was a tax on _____.	SWBAT to listen/orally discuss text explaining the taxes leading to the Revolutionary War using text audible.  The taxes frustrated the colonists because....	SWBAT to listen to the results of the taxes leading to a rebellion (Boston tea Party) using text audible.	SWBAT to listen to the rebellion (Boston Tea Party) using video Liberty Kids	SWBAT read a text about the first shot of the Revolutionary War using a highlighter, pen and pencil.
<b>Vocabulary:</b>	Repeal Petition Blockade Loyalist Monopoly Patriot		Use words in a sentence		Test

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