**Shelby County Schools Weekly Lesson Analysis/Planning Document**

**Social Studies Grades K-12**

**Teacher’s Name:** Rachel Stafford **Grade Level / Module:**  8th U.S. History

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| --- | --- | --- | --- | --- | --- |
| Week of Sept. 11-15 | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday**  |
| **SS TN Standard(s):** | * 8.22, 8.24, 8.25
 | * 8.17, 8.22, 8.23, 8.24
 | * 8.16, 8.21, 8.22, 8.17, 8.22, 8.23, 8.24, 8.25
 | * 8.16, 8.21, 8.22, 8.17, 8.22, 8.23, 8.24, 8.25
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 |
| **Student Outcomes:***What will students know and be able to do as a result of this lesson?* | Student can tell you* what contributed to American individualism and why that is important.
* why Benjamin Franklin’s written contributions were important to the American Revolution.
* Student can tell you why the Zenger trial was important.
* Student can tell you how the Declaration of Independence is still relevant today.
* Student can tell you why Common Sense and The Crisis use loaded language to make their point
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| **Key Academic Vocabulary:** | MinutemenLoyalistPatriot | PetitionPreamble | RevenueWrit of assistanceResolutionEffigyBoycottrepealRebellionPropagandaCommittee of correspondence PetitionPreambleMinutemenLoyalistPatriot | RevenueWrit of assistanceResolutionEffigyBoycottrepealRebellionPropagandaCommittee of correspondence PetitionPreambleMinutemenLoyalistPatriot | RevenueWrit of assistanceResolutionEffigyBoycottrepealRebellionPropagandaCommittee of correspondence PetitionPreambleMinutemenLoyalistPatriot |
| **Resources / Materials:** | * Chapter 5, lesson 3
* Vocab. box
* Close read: Lexington & Concord (1010L)
* Video Clip: Lexington and Concord
 | * Chapter 5, Lesson 4
 | * Declaration of Independence (passage in text)
* Vocab. Quiz
* Close Read: Declaring Independence (930L)
 | * Video Clip: What Hurts the Most
* Close Read: Lord Dunmore’s War (920L)
* Passage: Salutary Neglect (1340L)
 | * Chapter 5 HW
* Chapter 5 Journal Check
* Chapter 5 Test
 |
| **Warm-Up / Bell Ringer:***Examples: Identifications, Vocabulary, Map Skills**(Suggest no more than 5 minutes.)* | * What democratic right did the Coercive Acts take away from MA colonists?
* What was the name by which the colonists called the Coercive Acts? Why?
 | * 5-3 HW
* Imagine that you are a colonists in 1775, your family owns a store in a small town. Which side would you join (patriot/loyalists? why?
 | * 5-4 HW
* Declaration of Independence (p. 132-133)

ExplainThe PremableMiddle SectionFinal Section* What did FL colonists do after the approval of the Declaration of Independence?
 | * Second Continental Congress
	+ Who was for independence?
	+ Who was against independence?
	+ Reasons for independence.
	+ Reasons against independence
* Video Clip: What hurts the most
 | * Review
1. What British regulation prohibited colonist from moving west of the Appalachian Mountains?
2. Why did colonists object to the Sugar Act?
3. What was the purpose of the Committee of Correspondence?
4. What resulted from the Coercive Acts?
5. Describe the similarities and differences of Patriots and Loyalists.
6. What did the Preamble of the Declaration of Independence say?
 |
| **Essential Question / Relevance:** *Develop student interest and connect learning to**daily standards.*  | * Why was the idea of individualism so revolutionary? Is it still today?
* Why do societies mythologize certain important historical figures?
* Should freedom of the press mean freedom to print anything we want whether it is true or not?
* What incites people to violence and revolution?
* Can large-scale change be carried out without bloodshed?
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| **High-Quality Text(s):** | * Chapter 5, Lesson 3
* Close Read: Lexington and Concord (1010L)
 | * Chapter 5, Lesson 4
 | * Declaration of Independence (p. 132-133)
* Declaring our Independence (930L)
 | * Close Read: Lord Dunmore’s War (920L)
* Close Read: Salutary Neglect (1340L)
 | * Chapter 5 Test
 |
| **Text-Specific Inquiry:***Teacher guided inquiry into content-rich texts,**images or other content.*  | * Continental Congress
	+ When
	+ Where
	+ Who
	+ Why
	+ Result
* Explain Suffolf Resolves
* Describe the advantages and disadvantages of colonial militias
 | * Second Continental Congress
	+ When
	+ Who
	+ Why
	+ Result
* Olive Branch Petition
	+ What was it
	+ Colonists goal
	+ Kings reaction
* Who was Benedict Arnold
* Why did America attack Montreal?
* Why was Fort Ticonderoga important to the Battle of Boston?
* What challenges did George Washington face as he began forming a militia?
* Thomas Paine
	+ Who was he?
	+ What did he do?
	+ How id he important?
	+ What were his arguments?
 | * Vocabulary Quiz
	+ Revenue
	+ Writ of assistance
	+ Resolution
	+ Effigy
	+ Boycott
	+ Repeal
	+ Rebellion
	+ Propaganda
	+ Committee of correspondence
	+ Minutemen
	+ Loyalists
	+ Patriot
	+ Petition
	+ preamble
 | * Lord Dunmore’s War
	+ Why did many colonists think they had the right to Native American lands?
	+ Why did many people in the government seem not to care about the position of the Native Americans?
	+ Why did colonists have no regard for natives on their land?
 | * Turn in
	+ Chapter 5 HW
	+ Chapter 5 journal evaluation/ reflection
 |
| **Text-Specific Application:***Teacher facilitated small group or partner**strategies to deepen student understanding and**foster robust, collaborative discussion.* | * Vocab. Box: Minutemen
* How did the fighting begin?
	+ The British
	+ Dr. Warren
	+ A British Patrol
	+ British Redcoats
	+ When the British troops reach Concord
	+ On the return to Boston
 | * What did Richard Henry Lee propose at the 2nd Continental Congress?
* Writing the Declaration of Independence
	+ Who was on the committee?
	+ Who’s ideas influenced Jefferson Davis?
	+ John Locke
		- Who was he
		- What did he believe?
	+ Why was Jefferson chosen to write the draft?
* What grievances against King George III were indicated in the Declaration of Independence?
 | * How did the war between Britain and France cause problems for the American colonies?
* When was the Declaration of Independence read to the people?
* What was the purpose? Who were the authors?
 | * Define salutary neglect
* Who
 | * Chapter 5 Test
 |
| **Closure:***Individual students synthesize and/or summarize**learning for the day.* | * Video Clip: Lexington and Concord
* Fort Ticonderoga
	+ Who attacked
	+ What happened
	+ Who won
	+ Other information
* Battle of Bunker Hill
	+ Who attacked
	+ What happened
	+ Who won
* Explain the similarities and differences of Patriots and loyalists
 | * How do you think you would have reacted to the reading of the Declaration of Independence if you were a citizen during this historic event?
 | * What are the 7 basic tenets of the Declaration of Independence? Why are they still important today?
 | * What do you think (p. 126-127)
1. What was Paine’s argument in favor of independence?
2. What did Inglis believe would result from declaring independence from Britain?
 | * How did geographic distance between Britain and the colonies lead to conflict?
* What were the issues that led to conflict between Britain and the American colonies?
 |
| **Weekly Assessment:***Guidance is provided weekly in the map to**support robust student writing every week that is strongly aligned to Social Studies content**standards.* | Chapter 5 (Projected Dates)* Mid Chapter Quiz: Friday, Sept. 8
* Vocabulary Quiz: Wednesday, September 13
* Journal Check: Thursday, September 14
* Test: Thursday, September 14
 | Chapter 5 (Projected Dates)* Mid Chapter Quiz: Friday, Sept. 8
* Vocabulary Quiz: Wednesday, September 13
* Journal Check: Thursday, September 14
* Test: Thursday, September 14
 | Chapter 5 (Projected Dates)* Mid Chapter Quiz: Friday, Sept. 8
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* Test: Thursday, September 14
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* Vocabulary Quiz: Wednesday, September 13
* Journal Check: Thursday, September 14
* Test: Thursday, September 14Test: September 1
 | Chapter 5 (Projected Dates)* Mid Chapter Quiz: Friday, Sept. 8
* Vocabulary Quiz: Wednesday, September 13
* Journal Check: Thursday, September 14
* Test: Thursday, September 14
 |
| **Homework:** | Homework Chapter 5* 5-1: Thursday, September 7
* 5-2: Friday, September 8
* 5-3: Tuesday, September 13
* 5-4: Wednesday, September 13
* Final HW Turn in: Thursday, September 14
 | Homework Chapter 5* 5-1: Thursday, September 7
* 5-2: Friday, September 8
* 5-3: Tuesday, September 13
* 5-4: Wednesday, September 13
* Final HW Turn in: Thursday, September 14
 | Homework Chapter 5* 5-1: Thursday, September 7
* 5-2: Friday, September 8
* 5-3: Tuesday, September 13
* 5-4: Wednesday, September 13
* Final HW Turn in: Thursday, September 14
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* 5-2: Friday, September 8
* 5-3: Tuesday, September 13
* 5-4: Wednesday, September 13
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* 5-2: Friday, September 8
* 5-3: Tuesday, September 13
* 5-4: Wednesday, September 13
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