**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. 4-8 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **SS TN Standard(s):** |  |  | * 8.16, 8.22 | * 8.21, 8.22 | * 8.16, 8.21, 8.22 |
| **Student Outcomes:**  *What will students know and be able to do as a result of this lesson?* | Student can tell you | 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. | 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. | 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. | 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. |
| **Key Academic Vocabulary:** |  |  | Revenue  Writ of assistance  Resolution  Effigy  Boycott  repeal | Rebellion  Propaganda  Committee of correspondence | Revenue  Writ of assistance  Resolution  Effigy  Boycott  repeal  Rebellion  Propaganda  Committee of correspondence |
| **Resources / Materials:** |  | * Pre-test * Student data tracker * Projected dates * Passage: The American Revolution and Political Upheaval Led to US Independence | * Power Point * Chapter 5, Lesson 1 | * Power Point * Chapter 5, Lesson 2 | * Chapter 5 Mid-chapter Quiz * Passage: Events Leading to the American Revolution |
| **Warm-Up / Bell Ringer:**  *Examples: Identifications, Vocabulary, Map Skills*  *(Suggest no more than 5 minutes.)* |  | * Chapter 5 Pre-Test | * How are people’s reactions to taxes today similar to what colonists felt? | * 5-1 HW * What did some colonists smuggle in the 1760s? * Why did colonists oppose the Stamp Act? * What did the Townshend Act do? | * 5-2 HW * Write and account of the Boston Massacre from the point of view of a British soldier involved in the event. Explain your reasoning. |
| **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? | * 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? | * 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? | * 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? |
| **High-Quality Text(s):** |  | * Passage: The American Revolution and Political Upheaval Led to US Independence | * Chapter 5, Lesson 1 | * Chapter 5, Lesson 2 | * Passage: Events Leading to the American Revolution |
| **Text-Specific Inquiry:**  *Teacher guided inquiry into content-rich texts,*  *images or other content.* |  |  | * The Proclamation of 1763   + What did the law say?   + Why did the British pass this law?   + Why did many colonist dislike this law? * Who did Greenville try to stop smuggling? * Vocab. Box: Writ of Assistance * The Sugar Act (1764)   + Why did Parliament pass the Act?   + What did the Law do?   + How did the colonists react?   + Why did the colonists react that way? | * Boston, MA   + Why were soldiers in Boston, MA in 1768?   + How did most colonists react to the soldiers?   + Did the soldiers help or harm the situation by their behavior?   + What was the effect of the soldiers being stationed in Boston? * Boston Massacre   + Explain the Boston Massacre   + How did Patriot leaders use the Boston Massacre to their advantage?   + What were the effects of the Boston Massacre? | * Passage: Events Leading to the American Revolution   + Create a timeline of the events and summarize the events. |
| **Text-Specific Application:**  *Teacher facilitated small group or partner*  *strategies to deepen student understanding and*  *foster robust, collaborative discussion.* |  | Passage: The American Revolution and Political Upheaval Led to US Independence   * Why did colonists rebel? * Explain the Battle of Saratoga. * In your own words, explain the importance of the American Revolution. | * The Stamp Act (1765)   + What did the Stamp Act do?   + What were colonists arguments against the law?   + How did the colonists react to he law?   + How did Parliament react to the colonists? * The Townshend Act   + What did the Townshend Act do?   + How did the colonists react?   + How were the taxes in the Townshend Act different from previous taxes? | After the Boston Massacre   * What did Parliament do for the British East India Company? * How did the colonial boycotts affect the British East India Company? * What did the British East India Company decide to do? * Explain the reaction in Boston to Parliaments action. * Explain the Boston Tea Party. * Explain how King George and Parliament responded to the Boston Tea Party. | * Chapter 5 Mid Chapter Quiz |
| **Closure:**  *Individual students synthesize and/or summarize*  *learning for the day.* |  | * Summarize three interesting things you learned today with justification through textual evidence. | * Compare and Contrast the Stamp Act and Townshend Acts. Once you organize your thoughts in a venn diagram, write a paragraph that contains at least two pieces of textual evidence. | * Coercive Acts   + What was the purpose of the Coercive Acts?   + Explain what the Coercive Acts did.   + Explain how the colonists reacted to the new laws.   + What did the colonists call the Coercive Acts? Why?   + Why was the Quebec Act significant? | * Explain the effects of the Coercive Acts on Boston. Do you feel the King and Parliament were justified in passing these laws? Why or why not? Justify your reasoning with at least two pieces of textual evidence. |
| **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 * 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 | 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 |