**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 08/26-30/2024**

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| **Standard(s): Unit 3: Revolution and Constitution**  SSUSH3 Analyze the causes of the American Revolution.   1. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. 2. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence. 3. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.   **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about the French and Indian War and Proclamation of 1763. | Overview and presentation of key concepts | We are completing graphic organizer (GO) | In pairs or small group, students are reading and analyzing the contributions of diverse ethnic groups to colonial America. | Students can articulate how F&I War and PO1763 laid groundwork for Revolution. |
| **Tuesday** | I am learning how the Stamp Act and Intolerable Acts fueled colonial resistance and unrest. | Interactive Lecture: Discuss the causes and effects of the Stamp Act and Intolerable Acts, including colonial responses such as protests and boycotts. | Students will be assigned an act or tax to create an infographic. Museum Walk and GO | Reflection Journal: Students will write a journal entry from the perspective of a colonist living under these acts, expressing their thoughts and feelings. | Students can describe the colonial reactions to British policies and explain how these acts contributed to the drive for independence. |
| **Wednesday** | I am learning about the significance of the Battles of Trenton, Saratoga, and Yorktown in the American Revolution. | Battle Analysis: Introduce each battle, emphasizing key strategies, outcomes, and their importance in the overall war effort. | Battlefield Mapping: In small groups, students will create maps of each battle, identifying key locations and troop movements. | Graphic Organizer: Individually, students will complete a graphic organizer comparing the significance of each battle in the Revolutionary War. | Students can explain the outcomes and importance of the Battles of Trenton, Saratoga, and Yorktown in the American Revolution. |
| **Thursday** | I am learning the Causes of the American Revolution. | Assessment Instructions: Provide clear instructions and review key points before the post-assessment on Colonialism. | Review and Clarification: Allow time for students to ask final questions and review any unclear concepts together. | Assessment: Students will complete a formative assessment on Causes of the Revolution. Students will reassess Unit 2. | Assessment: Students will complete a formative assessment on Causes of the Revolution. Students will reassess Unit 2. |
| **Friday** | I am learning about the purpose, structure, and significance of Thomas Paine’s *Common Senses* and the Declaration of Independence. | Document Dissection: Walk through *Common* Sense and the Declaration of Independence, breaking down its key components and the ideas expressed within it. | Group Discussion: Discuss the grievances listed in the Declaration and how they reflect the colonists' desire for independence. | Letter to the Editor: Students will write a letter to a colonial newspaper either supporting or opposing the Declaration of Independence, using evidence from the text. | Students can explain the significance of the Declaration of Independence and the reasons behind the colonies' decision to declare independence. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document  Clipboard  Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar

Jigsaw  Thinking Maps  Worked Examples  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

Rubric

Self-Assessment

Checklist

Peer Assessment

Exemplars/Non-Exemplars

Other: practice MC questions based on EOC aligned to topics of the week.

Other: Readings from *Common Sense* and DOI