

# Week-At-A-Glance

**Date:** 4/15-19

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/Objective	8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.
Learning Target	I can explain reasons the role Colonists played in early conflicts in America	I can explain reasons the role Native Americans played in early conflicts in America	I can explain why there was tension between the colonists and Great Britain	I can explain the events that led up to the Boston Massacre and it's impact	I can identify important events occurring in today's world and explain their impact.
Assignments/Activities	Students will be using Benjamin Franklin's "Join or Die" political cartoon and the diary of Robert Moses, a member of	Students will be using a statement made by Chippewa ( <i>Anishinaabeg</i> or <i>Ojibwe</i> ) chief Minavavana ( <i>Mihnehwehna</i>	Students will write a letter to the king from the point of view of a colonists stating their issues with the Stamp Act.	As a class we will complete the Boston Massacre Picture Analysis. Students will be given a	Students will complete a current event relating to a conflict that is taking place around the world (ex: Russia

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	<p>the New Hampshire militia during the French and Indian War, in this lesson. Students will demonstrate their understanding by annotating the text; completing primary document analysis templates; participating in in-depth analysis of rhetoric and discourse, cooperative learning, and document-based questioning; and creating</p>	<p>or <i>Minweweh</i>), an ally of the French. Students will demonstrate their understanding by annotating the text; completing primary document analysis templates; participating in in-depth analysis of rhetoric and discourse, cooperative learning, and document-based questioning; and creating and responding to higher order questions based on the</p>		<p>copy of the questions. Students will discuss the questions in their small groups before sharing with the class. By the end of the activity students should have completed the entire worksheet</p>	<p>and Ukraine, Israel/Hamas)</p>
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	and responding to higher-order questions based on the text.	text.. Students will take turns reading the document within their group and discuss it and come up with 4 Key Ideas from the document. (Think pair/share). Students will select one representative from the group to share one of the Key Ideas with the class.			
Graded Assessments and/or projects	Join or Die analysis	Minavavana in my own words DQB.	Stamp Act Letter		Current Event.
Homework	None	None	None	None	None

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