

## Unit 5 – Revolutionary Wary Period - SS8H3ab / SS8E1, E2ab

Teachers: Hartung, Tatum, Smith    Beginning Date: 12/12/16    Targeted Ending Date: January 18, 2017

DOK 1	DOK 2	DOK 3	DOK 4
<p><b><u>Learning Target: I can...</u></b></p> <p><b>K(1):</b> Identify and explain the significance of the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, Declaration of Independence, Loyalist, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and Siege of Savannah.</p> <p><b><u>Activities:</u></b></p> <p><b>K(1) Georgia Virtual Learning:</b> Lesson 5: Georgia in the American Revolution</p> <ul style="list-style-type: none"> <li>• Audio presentation</li> <li>• Timeline</li> <li>• Matching</li> </ul> <p><b>K(2)Notes:On level:</b></p> <ul style="list-style-type: none"> <li>• NatGeo article jigsaws.</li> <li>• PPT &amp; Notes</li> </ul> <p><b>K(2)Notes:Modified</b></p> <ul style="list-style-type: none"> <li>• Galapade 7, 8</li> </ul> <p>Graphic Organizer (flip book)</p> <p><b>K(3): Timeline</b></p>	<p><b><u>Learning Target: I can...</u></b></p> <p><b>R(1):</b> Explain the multiple causes and effects of events and why they resulted in the American Revolution.</p> <p><b><u>Activities:</u></b></p> <p><b>R(1) Online Textbook</b></p> <p><b>R(1)Option #1 – READ ALL ABOUT IT!</b> Students will create a front page newspaper with various titles and topics that highlight the events and causes of the American Revolution from either the perspective of Englander or a colonist.</p> <p><b>R(1)Option #2: Letters:</b> Students will write a letter to King George III or Parliament about the violation of their rights. They will then answer their letters from the perspective of the King or member of Parliament.</p> <p><b>R(2): PPT embedded tasks: On level:</b></p> <ul style="list-style-type: none"> <li>• Students will complete T/F, matching, short answers, C-Set responses</li> </ul> <p><b>R(2): Brain Wrinkles Tasks: Modified</b></p> <ul style="list-style-type: none"> <li>• Students will complete differentiated tasks.</li> </ul>	<p><b><u>Learning Target: I can...</u></b></p> <p><b>R(1):</b> Justify the perspectives of opposing sides of the American Revolution.</p> <p><b><u>Activities:</u></b></p> <p><b>R(1)Debate</b> – Students will be given a role as either a patriot or a loyalist. Students will be provided a list of “talking points” to prepare for the debate.</p> <p><b>R(2) Constructed Responses</b> Students will use GOFAR for constructed response questions.</p> <p><b>R(3): Image Analysis</b></p> <ul style="list-style-type: none"> <li>• Students will analyze image using docsteach.org</li> <li>• Students will analyze 7 additional images and answer critical thinking questions.</li> </ul>	<p>- National History Day “Taking a Stand in History”</p> <p><b><u>TO DO:</u></b></p> <ul style="list-style-type: none"> <li>• Conduct Research</li> <li>• Gather resources (include primary sources)</li> </ul>