

Teacher Kevin Covington
McColl Middle School

Subject: 8th Grade Social Studies

Block: 8-1, 8-2, 8-3, 8-4

Grade: 8th

“Lesson Plan” Format We The People-Unit 2, Lesson 7

Objective: Teachers will be able to review and use the following format for planning effective lessons (refer to Designing & Planning Instruction” Rubric.

Multiple Days (Depends on amount of class time [regular schedule]	
Standard(s) & Indicator(s)	<p>Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.</p> <p>Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.</p> <p>Indicators</p> <p>8-1.5: Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.</p> <p>8-1.6: Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement.</p> <p>8-2.1: Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.</p> <p>8-2.2: Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.</p> <p>8-2.3: Explain the roles of South Carolinians in the adoption of the Declaration of Independence.</p>
Objective(s)/ Essential Questions	TSWBAT: <ol style="list-style-type: none">1. Identify the basic ideas of constitutional government embodied in the American colonial governments.2. Describe British policies and why the colonists and why the colonists began to resist British control.3. Describe American actions that led to armed resistance and the writing of the Declaration of Independence.4. Explain why the colonists decided to fight for their independence.
Curriculum/Materials	We The People (Teacher/Student Book) Unit 2, Lesson 7

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<p>Activities/Assignments (Direct Instruction, GP, IP, review-prior knowledge, group activity, introduction, differentiation-how will you accommodate all ability levels?)</p>	<p>Hook/Relevance: Imagine your life without rules. How would you feel about that? Imagine your life without government? How would you feel about that?</p> <p>Introductory Activity: Teacher will lead the lesson purpose to the class and ask them to consider the objectives of the lesson.</p> <p>WG: Students will describe what kind of government exists in their school or in other schools they have attended. Ask them to identify any of the basic ideas about government they have learned from their student governments. Then have students identify ways in which the administration of the school reflects basic ideas of constitutional government.</p> <p>Partner Reading: Which ideas did the colonists in America use to create their governments? (Page 58)-Students will write the five characteristics (meaning) of colonial governments from the text on a sheet of paper.</p> <p>Partner Reading: Why did the British government tighten control over the colonists? (Page 60)- Assign the first part of this reading (up to examples of British laws). Ensure that the students understand the reasons for the change in the British attitude toward the colonists.</p> <p>WG: Have students read the second part of this section, which outlines the many laws that affected the colonists. Help students to understand the conflict between the British government Ask students whether they believe that the British were correct in their dispute with the colonists. Ask them to explain the reasoning behind their opinions.</p> <p>Partner Reading: How did the colonists resist British control? (Page 62)-This reading continues for two pages after the Ideas for Discussion section. Assign the reading. Direct a discussion about the sequence of events that led to the Revolutionary War. Ensure that students understand what the delegates to the Congress decided during the Second Continental Congress. Refer students to the illustrations and ask them questions posed in the captions.</p> <p>Group Discussions: Divide the class into four groups, each representing one of the four colonists mentioned in the activity. Each group should discuss in particular case, list the rights the British government have violated, and explain why they think the rights are important. Have each group share their ideas with the whole class.</p> <p>Closure</p> <p>Exit Ticket: Lesson Review Questions: 6 questions (Teacher Edition Book)</p>
<p>Closing/Reflections</p>	<p>Students should learn the ideas that the colonists used in America to create their governments.</p>

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(Why is what we learned important?)	
Assessment w/Measurable Criteria (rubric, checklist & work with at least one written task). Feedback (How will you use assessment results?)	Hook/Relevance WG Discussions (2) Partner Readings (3) Group Discussion Exit Ticket (Mastery 5/6 Questions Correct)