

September 2012

Monday	Tuesday	Wednesday	Thursday	Friday
17	18	19	20	21
<p>1. Pre-Assessment: Students will take out a blank sheet of paper and answer the questions about cause and effect. W</p> <p>2. Present early American culture lesson including culture and religious revival. E1</p>	<p>3. Introduce and assign Colonial Life Project in which students will research one aspect of colonial life. E1</p> <p>4. Give students time to research the aspect that they have chosen using primary and secondary sources. E</p>	<p>4. Give students time to research the aspect that they have chosen using primary and secondary sources. E</p> <p>5. Give students time to work on their posters, websites, or newsletter. T</p>	<p>4. Give students time to research the aspect that they have chosen using primary and secondary sources. E</p> <p>5. Give students time to work on their posters, websites, or newsletter. T</p>	<p>6. In groups, students will practice their presentations. E1, R</p>
24	25	26	27	28
<p>7. Students present their project to the class. E2</p>	<p>8. Introduce the next section with an entry task: What would your ideal government look like? Describe this in words or pictures. H, T</p>	<p>9. Present the Roots of Democracy lesson. E1</p> <p>10. Discuss first with a partner and then as a whole group how this differs from what they said their ideal government would look like and why the colonists may be unhappy about the early government. E1, O</p>	<p>11. Begin to fill out Causes and Effects of the American Revolution. Begin with class model and continue on own. This is something that will continue through several units. W, E1, R</p>	<p>12. Discuss Edmund Andros and give possible reactions of colonists. E1, O</p>

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Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
1. Imagine you lived in the colonies at the time Andros ended representative assemblies and limited the power of town meetings. Write a Letter of Protest to friend or relative in England in which they describe their feelings about having some of your government being taken away. E1	14. Give the French and Indian War Pre-Assessment to see what students know and understand about this time period. W, H 15. Assign reading about the French and Indian War with three-column reading notes. E1	16. Discuss reading in class. E1, O	17. Present French and Indian War lesson with PowerPoint. E1	18. Give quiz on French and Indian War. E1
6	7	8	9	10
19. Review with students playing jeopardy game. R	20. Give test on Early American Identity. E2			