

Topic/Big Ideas

Objectives

HW/Prep/Projects

Meetings/Activities

Primary Sources

Trips

Colonial America
→ Revolution

- Establish sense of time + place

- Understand daily life / create colonial character

- Understand important issues/events of time period

- Develop a point of view on events as a comm. member

- Evaluate arguments for/against independence movement

British took over Man. from the Dutch

What did Colonial NY look like? (changes from New Amsterdam)

How was NY different under British rule?

What jobs did people have in Colonial NY?

How did people get what they need? (social class)

Daily life in Colonial NY

Government of NY colony

What laws regulated business in NY.

How did the French/Indian war change relationship w/ Eng?

How did French/Ind. impact Native Am?

Read about/prepare writing about your job

Creating characters - more detailed (storypath book)

p. 88 blue book - roles of King etc.

Mercantilism laws (p. 85 blue book)

Writing about timeline for HW.

Why didn't the Dutch fight?

- maps of NY then + now - comparisons

1 reading/discussion chart p. 75
2 slave code/notice for sale p. 77+78

- Meet + greet session: introduce yourself to classmates/note take on others' jobs

1 Interdependence chart (includes slaves + indentured servants)
2 Williamsburg website - clothing section (where do people get the things they're dressed in?)

1 Watch Williamsburg video
2 Selecting a name from NYCensus
3 Signs + storefront windows

Who controlled colonists? How is this different from America today?

Who did mercantilism effect?

Timeline (p. 93 - bluebook)
Who was affected by Navigation Acts + Sugar act? Do you care?

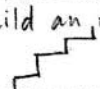
Why did the Native Americans side with the French?

- maps

NY Census 1703

- Downtown walk - perime Frances Taylor sketch arch.

Van Cortlandt Manor

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<p>On-going: Graphs of rising/lowering tensions, anger</p> <p>Tavern meetings: → You are given a card that tells you if you will be a loyalist or a patriot.</p>	<p>How did the colonists respond to Brit. actions?</p> <p>What are taxes? What are they used for? How are they decided?</p> <p>What can the colonists do about the taxes? What are the consequences?</p> <p>Budgeting-how are these taxes affecting you?</p> <p>What will you do about the taxes?</p>	<p>HW prep: find out from families how tax decisions are made, etc.</p>	<p>Who should pay for the French Indian war? (Tavern Meeting)-</p> <p>Taxes activity: 1/2 class gets to discuss how to spend \$100, other 1/2, there are 2 people who make the decision.</p> <p>Chart possibilities</p> <p>Snap cubes as \$. How do the taxes that were collected affect your life? Your choices?</p> <p>Use chart to guide decision making. (Tavern Meeting)</p>		
<p>Onxn w/ historical fiction groups: → regularly meet to discuss what kids are learning about Colonial Am/Rev.</p>	<p>What did the colonists actually do?</p> <p>How did actions escalate/de-escalate conflict?</p> <p>Who were the red coats? What conditions did they live in?</p>	<p>Storypath-p.50: Sacking of Gov. Hutchinson's Liberty! Tarring & Feathering p.11</p> <p>Liberty! p. 12 + 13</p>	<p>(Tavern meeting) Do you agree with those actions? → kids have cards w/ diff. extremes of patriot/loyalist.</p> <p>build an escalation ladder</p>  <p>Why didn't the colonists see the soldiers' humanity?</p>		
	<p>Will you pick up a gun + go to war because of</p>	<p>p. 102 (blue book)</p>	<p>1. Patrick Henry's speech (Reasons to rebel)</p> <p>2. Letter from a loyalist</p>	<p>Patrick Henry's speech - 1775</p>	

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	What was the Continental Congress?		Why Don't You Get a Horse Sam Adams?		
	What did the Declaration of Independence say?			Declaration of Ind.	
	How did others react to the D of I?			Benjamin Banneker's letter	
	Final project		Tavern Meeting: Will you sign the D of I?		