Acquiring Knowledge

<table>
<thead>
<tr>
<th>DOK</th>
<th>Learning Target:</th>
<th>Key Vocabulary:</th>
<th>I learn best</th>
<th>Teacher or Partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can identify the cause and effect of Lexington and Concord and Bunker Hill.</td>
<td>militia, minutemen, and petition</td>
<td>with technology</td>
<td>Select and read resources for each component of the learning target.</td>
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<tr>
<td></td>
<td>I can explain the positive character traits and impact of George Washington and King George III.</td>
<td></td>
<td>reading and writing</td>
<td>Discuss 4 (DOK 1) stems. Discuss 3 (DOK 2) stems.</td>
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<tr>
<td></td>
<td>I can how each force used their physical geography in Lexington and Concord and Bunker Hill.</td>
<td></td>
<td>by reading and discussing</td>
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**Independent:**
Read and watch all videos on how the war begins.
Lexington and Concord [video](#)
Lexington and Concord [article](#)
Bunker Hill [video](#)
Bunker Hill [article](#)
George Washington [article](#)
King George III [article](#)

**Complete One:**
[ ] Complete anchor chart. At least two sentences in each box.
[ ] Create an old fashion newspaper that explains the events of Lexington and Concord and Bunker Hill. In addition, describe the positive traits of George Washington and King George III.

**Independent:**
Select and read resources for each component of the learning target. Take notes.
Lexington and Concord [Lexington and Concord](#)
Lexington and Concord [Bunker Hill](#)
King George III [King George III](#)
King George III [George Washington](#)
George Washington [George Washington](#)

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**Checkpoint:** Socrative (CLASSCODE)

**Mastery**

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<tr>
<th>DOK</th>
<th>Select One Question Set:</th>
<th>I show mastery through technology</th>
<th>I show mastery through writing</th>
<th>I show mastery through art</th>
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</table>
| 2/3 | **Question 1**
How was the motivation for the Stamp and Quartering Act similar and different? (DOK 2) Did these acts squash or empower the colonists? (DOK 3) | | | |
|     | **Question 2**
All events have a cause and an effect. Explain the cause and effect of the French and Indian War and the Quartering Act. (DOK 2) Could the Quartering Act have been prevented? (DOK 3) How might things have been different if the Quartering Act didn’t happen? (DOK 3) | | | |

**Action Step:** 0%-79% - Sign-up Session 80%-100% - Mastery
<table>
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<tr>
<th><strong>Create a Google Slides or Google Doc to show your answer.</strong></th>
<th><strong>Answer the constructed response on reflection paper.</strong></th>
<th><strong>Create and illustrate a book or cartoon to show your answer.</strong></th>
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**Checkpoint:** Work checked by teacher. Student will revise as needed.