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| Teacher | Rachel Stafford |
| Class | 8th United States History |

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|  | **Date:** **Mon., February 29** | **Date:****Tues., March 1** | **Date:****Wed. March 2** | **Date:****Thurs, March 3** | **Date:****Fri., March 4** |
| **Standard** | TN Core Standard8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P) 8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H) 8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)  | TN Core Standard8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P) 8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H) * 8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)
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| **Objective***I can…..* | Manifest Destiny(Chapter 13)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | Manifest Destiny(Chapter 13)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | Manifest Destiny(Chapter 13)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | Manifest Destiny(Chapter 13)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | Manifest Destiny(Chapter 13)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. |
| **Connections to Prior Knowledge** | Bell Work:  On average, what was the distance from the western border of the colonies to the coast? Where is the western border of the US now? | Bell Work: In 8th grade language, explain “Fifty-Four Forty or fight!”  | Bell Work: What are some similarities about the origins of FL and TX? | Bell Work: Discuss the reflection passage of *Is Manifest Destiny Justified?*   | Bell Work: What was the source of Conflict between the US and Mexico before they went to war? |
| **Guiding Questions** | * What are the characteristics of a leader?
* What are the consequences when cultures interact?
* How do governments change?
 | * What are the characteristics of a leader?
* What are the consequences when cultures interact?
* How do governments change?
 | * How does geography influence the way people live?
* Why does conflict develop?
* How do new ideas change the way people live?
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| **Instructional Strategies***I do…* | NotesLesson 2: The OR CountryRivalry in the NW* Adams-Onis Treaty
* Mountain Men in OR

OR & Manifest Destiny* Marcus and Narcissa Whitman
* Long the OR Trail
* America Seeks Manifest Destiny

“Fifty-Four Forty or Fight” | NotesLesson 2: Statehood for FL and TXFL* The Territory Grows
* Statehood for FL

TX* The Alamo
* TX Declares Independence
* The Lone Star Republic

TX Becomes a State | Mid-Chapter Quiz Chapter 13  | NotesLesson 3: War With MexicoThe New Mexico TerritoryCA’s Spanish Culture Conflict Begins* A War Plan
* CA Uprising
* Peace Terms
 | Review Lesson 3 |
| **Differentiated Tasks***We do …* | During the 1840s, more Americans than British settled in the OR Country. How do you think this settlement influenced negotiations with the British over the territory? | How did the battle at the Alamo influence TX becoming an independent nation? | Mid-Chapter Quiz Chapter 13Is Manifest Destiny Justified?p/ 358-359 | In 8th grade language, explain why Americans wanted to acquire CA. | Writing AssignmentPage 370Numbers 1, 2, & 3 |
| **Assessment***They do ….* | Close Read/HW Questions  | Close Read/HW Questions | Mid-Chapter Quiz Chapter 13 | Close Read/HW Questions | Write a brief national anthem for the Bear Flag Republic. Include details meant to inspire pride among its citizens. |
| **Homework** | Homework13-1: Thursday, February 2513:2: Monday, February 2913:3: Thursday, March313:4: Monday, March 7 | Homework13-1: Thursday, February 2513:2: Monday, February 2913:3: Thursday, March313:4: Monday, March 7 | Homework13-1: Thursday, February 2513:2: Monday, February 2913:3: Thursday, March313:4: Monday, March 7 | Homework13-1: Thursday, February 2513:2: Monday, February 2913:3: Thursday, March313:4: Monday, March 7 | Homework13-1: Thursday, February 2513:2: Monday, February 2913:3: Thursday, March313:4: Monday, March 7 |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  |
| **Projected Assessments** | Chapter 13* Mid-Chapter Quiz: March 2 (open journal)
* Vocabulary: March 7 (no outside resources)
* Test: March 8 (cheat card allowed)
 | Chapter 13* Mid-Chapter Quiz: March 2 (open journal)
* Vocabulary: March 7 (no outside resources)
* Test: March 8 (cheat card allowed)
 | Chapter 13* Mid-Chapter Quiz: March 2 (open journal)
* Vocabulary: March 7 (no outside resources)
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* Vocabulary: March 7 (no outside resources)
* Test: March 8 (cheat card allowed)
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| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |