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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 Standard  8.58 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 Standard  8.58 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 Standard  8.58 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 Standard  8.58 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 Standard  8.58 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) |
| **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? | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? | * 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…* | Notes  Lesson 2: The OR Country  Rivalry 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” | Notes  Lesson 2: Statehood for FL and TX  FL   * 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 | Notes  Lesson 3: War With Mexico  The New Mexico Territory  CA’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 13  Is Manifest Destiny Justified?  p/ 358-359 | In 8th grade language, explain why Americans wanted to acquire CA. | Writing Assignment  Page 370  Numbers 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** | Homework  13-1: Thursday, February 25  13:2: Monday, February 29  13:3: Thursday, March3  13:4: Monday, March 7 | Homework  13-1: Thursday, February 25  13:2: Monday, February 29  13:3: Thursday, March3  13:4: Monday, March 7 | Homework  13-1: Thursday, February 25  13:2: Monday, February 29  13:3: Thursday, March3  13:4: Monday, March 7 | Homework  13-1: Thursday, February 25  13:2: Monday, February 29  13:3: Thursday, March3  13:4: Monday, March 7 | Homework  13-1: Thursday, February 25  13:2: Monday, February 29  13:3: Thursday, March3  13:4: Monday, March 7 |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-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) * 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) * Test: March 8 (cheat card allowed) |
| **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. |