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

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|  | **Date:** **Mon., March 7** | **Date:****Tues., March 8** | **Date:****Wed. March 9** | **Date:****Thurs, March 10** | **Date:****Fri., March 11** |
| **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. | North & South(Chapter 14)*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.* | North & South(Chapter 14)*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: Discuss 13-3 HW Questions | Bell Work: Discuss 13-4 HW Questions  | Bell Work: Review chapter 13(discuss chapter 13 review sheet) | Bell Work: The Story Matters p. 373* What was a telegraph?
* What were working conditions like in early factories in the North in the mi-1800s?
* What were the lives of enslaved people like in the South?
* What kind of conditions on a job would you consider unfair or horrible? What would make living conditions in a boarding house unpleasant?
* What actions would you take if you started a job with safe and pleasant conditions and then the conditions got worse? Would you talk to your boss individually, or would you form a group with other workers who also wanted changes?
 | Bell Work: Map Skills p. 374-375* In what regions of the country are all the organized territories located?
* Where are the largest cities located?What factors do you think helped these cities grow?
* What invention contributed to the change in agricultural practices in the South and the West?
* What event on the timeline indicates an advance in transportation?
* This chapter covers 1820-1860, what world events are happening at this time?
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| **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 technology change the way people live?
* How do people adapt to their environments?
* Why do people make choices?
 | * How does technology change the way people live?
* How do people adapt to their environments?
* Why do people make choices?
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| **Instructional Strategies***I do…* | Notes 13-4: CA & UTCA Gold Rush* The Californios
* The Life of a 49er
* Gold Rush Society
* Economics & Political Progress

A Religious Refuge in UT* The Mormons Move On
* A Haven in the Desert
 | Chapter 13 Vocabulary QuizChapter 13 Review Sheet | Chapter 13 Assessment  | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions |
| **Differentiated Tasks***We do …* | Consider the challenges and opportunities facing a 49er. What kinds of qualities do you think this kind of person would have to pocess? | Chapter 13 Vocabulary QuizChapter 13 Review Sheet | Chapter 13 Assessment | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions |
| **Assessment***They do ….* | Close Read/HW Questions  | Chapter 13 Vocabulary QuizChapter 13 Review Sheet | Chapter 13 AssessmentWriting AssignmentPage 370Numbers 1, 2, & 3 | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions | Chapter 14 key terms (vocabulary & academic)Chapter 14 reflection/ homework questions |
| **Homework** | Homework13:4: 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* Vocabulary: March 8 (no outside resources)
* Test: March 9 (cheat card allowed)
 | Chapter 13* Test: March 9 (cheat card allowed)
 | Chapter 13* Test: March 9 (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. |