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

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|  | **Date:**  **Mon., November 23** | **Date:**  **Tues., November 24** | **Date:**  **Wed. November 25** | **Date:**  **Thurs, November 26** | **Date:**  **Fri., November 27** |
| **Standard** | TN Core Standards   * 8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon. (C, H, P) * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) * 8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P) * 8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN) * 8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) * distribution of power between the states and federal government * Great Compromise * Slavery and the 3/5 Compromise * George Washington and James Madison * 8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P) * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) | TN Core Standards   * 8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon. (C, H, P) * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) * 8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P) * 8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN) * 8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) * distribution of power between the states and federal government * Great Compromise * Slavery and the 3/5 Compromise * George Washington and James Madison * 8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P) * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Objective**  *I can…..* | Chapter 7: A More Perfect Union  1777-1790  I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | Chapter 7: A More Perfect Union  1777-1790  I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Connections to Prior Knowledge** | Bell Work  Review Vocabulary  Discuss Lesson 3 HW  Final turn for HW packet | Bell Work  What is a compromise? When in our life have you had to compromise and for what reason? | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Guiding Questions** | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |

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| **Instructional Strategies**  *I do…* | Vocabulary Quiz | Chapter 7  Assessment | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Differentiated Tasks**  *We do …* | Vocabulary Quiz  **Chapter Review Activity** | Chapter 7  Assessment | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Happy Thanksgiving  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Assessment**  *They do ….* | Vocabulary Quiz  **Chapter Review Activity** | Chapter 7  Assessment | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Homework** |  |  | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **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  Explain a concept that we have discussed that you feel most confident about knowing and tell why you feel this way. | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **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 | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **Projected Assessments** | Chapter 7   * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) |  | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |
| **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. | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png | Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-11-20 at 3.00.22 PM.png |