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

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|  | **Date:** **Mon., October 19** | **Date:****Tues., October 20** | **Date:****Wed. October 21** | **Date:****Thurs, October 22** | **Date:****Fri., October 23** |
| **Standard** | TN Core Standards * **8.22** Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events.
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| **Objective***I can…..* |  **Chapter 6****The American Revolution**I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | **Chapter 6****The American Revolution**I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | **Chapter 6****The American Revolution**I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | **Chapter 6****The American Revolution**I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | **Chapter 6****The American Revolution**I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. |
| **Connections to Prior Knowledge** | Bell Work* *What grievances against King George were included in the Declaration of Independence?*
 | Bell Work* Story Matters p. 141
* Why did General Washington Choose to cross the Delaware River under such harsh conditions?
* Are there things you would brave similar conditions to protect?
 | Bell Work* On which continent did the war take place?
* On which coast?
* In which colonies?
* How can the location of a war and its many battles affect the outcome?
 | Bell Work* Why do you think many African Americans gave their loyalties to Great Britain?
 | Bell Work* Check & Discuss Lesson 1 HW questions
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| **Guiding Questions** | 1. What were the outcomes of the war?
2. What colonists helped lead the formation of a new government?
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| **Instructional Strategies***I do…* | Review the Main principles of the Declaration of IndependenceClass Analysis Activity  | * Distribute & discuss HW Packet
* Distribute extra credit (due Monday, Oct. 26)
* Annotate & Analyze Text: The American Revolution
 | PowerPoint Notes* The Two Armies face off
* British Advantages
* Loyalists
* Patriot Advantages
* Continental Army
 | Power Point Notes* Early Campaigns
* Patriot Defeat on Long Island
* Patriot Low Point
* African Americans
* Battles of Trenton & Princeton
* British Strategy
* Philadelphia
* Saratoga
 | PowerPoint Notes* Lesson 2: The War Continues
* Gaining Allies
* Winter @ Valley Forge
* Foreign Help
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| **Differentiated Tasks***We do …* | * Vocabulary Box: Declaration of Independence
* What was the main point of the preamble?
* What does the closing of the document mean, in which the signers “mutually pledge to each other our lives, our fortunes, and out sacred honor”?
* Why do you think the word “Mutually” was inserted into the last sentence of the Declaration of Independence?
* What statements in the Declaration of Independence are important values in a democracy?
* Why might holding government meetings in unusual inconvenient places have offended the colonists?
 | Pair/Share Analyze & Annotate Text Activity* Follow Journal directions for annotating text
* Answer questions in complete statements
* Cite textual evidence for short answer
 | * How were militia forces different from continental army soldiers?
* How might the age of officers affect the army?
* Compare and contrast patriots and loyalists.
 | Visual Analysis p. 147* In what areas were most battles on this map fought?
* According to this map, which British victory occurred just before the Battle of Saratoga?

Visual Analysis p. 148* According to the chart, how did the number of troops on each side compare?
* Given these statistics, did Great Britain have good reason to be confident about winning?
* Given this data, why did the Patriots think the war would be over quickly?

Visual Analysis p. 149* Do you think this painting is a realistic portrayal of the Battle of Bunker Hill? Explain using evidence from this painting.
 | Critical Thinking* Why might the French have kept secret monetary support of the American Revolutionaries?
* How did Spain and France take different approaches to aiding the Patriots?
* Who was Marquis Lafayette? How did Lafayette help the Patriot cause?
* What other Polish man played a vital role in helping the Patriots?
* How did “regular” individuals contribute to the Patriot cause?

Visual Analysis p. 154* How are Martin’s words visually expressed in the painting?

Examine how the troops must have received the news of the promise of France’s help. Have you ever been in a situation in which things looked hopeless, and that help came at an unexpected sources? Share your experience in a 5 sentence paragraph. |
| **Assessment***They do ….* | 3-5 Sentence Journal Entry they Pair/Share* Why do you think mutually was inserted into the last sentence of the Declaration of Independence?
 | 3-5 Sentence Journal Entry they Pair/ShareAmerican colonists’ strong principles were the main reason they decided to declaretheir independence from Britain.* Using evidence from the text, argue for or against this statement.
 | 3-5 Sentence Journal Entry they Pair/Share* What does the phrase “home-court advantage” mean?
 | 3-5 Sentence Journal Entry they Pair/Share* What key factors led to the American victory at Saratoga?
 | 3-5 Sentence Journal Entry they Pair/Share* Who were the key European allies of the Patriots?
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| **Homework** | Homework Packet Due Dates* Lesson 1: Friday, Oct. 23
* Lesson 2: Tuesday, Oct. 27
* Lesson 3: Friday, Oct. 30
* Lesson 4 & final turn in: Wed., Nov. 3

Extra Credit is Due Monday, October 26 | Homework Packet Due Dates* Lesson 1: Friday, Oct. 23
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| **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 | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book |
| **Projected Assessments** | Chapter 6* Mid-Chapter Quiz (open journal): Tuesday, October 27
* Vocabulary Quiz (no outside resources): Tuesday, Nov. 3
* Test (Cheat Card Allowed): Wed., Nov. 4
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* Test (Cheat Card Allowed): Wed., Nov. 4
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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. |