**Shelby County Schools Weekly Lesson Analysis/Planning Document**

**Social Studies Grades K-12**

**Teacher’s Name:** Rachel Stafford **Grade Level / Module:**  8th U.S. History

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| Week of Aug. 14-18 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **SS TN Standard(s):** | * 8.4 | * 8.5, 8.6, 8.10 | * 8.1, 8.2, 8.6, 8.7, 8.10, 8.12 | * 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.12 | * 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.12 |
| **Student Outcomes:**  *What will students know and be able to do as a result of this lesson?* | * Student can compare and contrast the features of the early colonies and identify the key figures in each. * Student can tell you why settlers came from England. | * Student can compare and contrast the features of the early colonies and identify the key figures in each. * Student can tell you why settlers came from England. | * Student can compare and contrast the features of the early colonies and identify the key figures in each. * Student can tell you why settlers came from England. | * Student can compare and contrast the features of the early colonies and identify the key figures in each. * Student can tell you why settlers came from England. | * Student can compare and contrast the features of the early colonies and identify the key figures in each. * Student can tell you why settlers came from England. |
| **Key Academic Vocabulary:** | Charter  Joint-stock Company  Headright  Burgess  Dissent  Persecute  tolerance | Patroon  Pacifist | Indentured Servant  Constitution  Debtor | Charter  Joint-stock Company  Headright  Burgess  Dissent  Persecute  Tolerance  Patroon  Pacifist  Indentured Servant  Constitution  Debtor | Charter  Joint-stock Company  Headright  Burgess  Dissent  Persecute  Tolerance  Patroon  Pacifist  Indentured Servant  Constitution  Debtor |
| **Resources / Materials:** | * 3-1 HW * Chapter 3 EC * Ch. 3- Mid Ch. Quiz * Close Read   + John Smith   + Anne Hutchinson | * Chapter 3, Lesson 3 * Middle Colonies Map | * 3-3 HW * Chapter 3, Lesson 4 * Southern Colonies Mao | * 3-4 HW * Chapter 3 Journal Check * Chapter 3 Vocab. Quiz * Close Read   + MD Toleration Acts of 1649 | * Chapter 3 Test * Close Read   + The Starving Time |
| **Warm-Up / Bell Ringer:**  *Examples: Identifications, Vocabulary, Map Skills*  *(Suggest no more than 5 minutes.)* | Review Chapter 3, Lesson 1 & 2  3-2 Homework Questions | Introduce 3-3  What did the colonies of CT, RI, and NH have in common? | Introduce 3-4  *Reflect on economic activities of the South.*   * *What economic activities are in this areas?* * *What are working conditions like in each line of work?* * *How does the market for products affect the availability of jobs in the area?* | Turn in Extra Credit  Review for Vocabulary Quiz | Turn in Chapter 3 HW  Review for Chapter 3 Assessment |
| **Essential Question / Relevance:** *Develop student interest and connect learning to*  *daily standards.* | How does geography influence the way people live?  How do new ideas influence the way people live? | How does geography influence the way people live? | How does geography influence the way people live? | How does geography influence the way people live?  How do new ideas influence the way people live? | How does geography influence the way people live?  How do new ideas influence the way people live? |
| **High-Quality Text(s):** | * Close Read   + John Smith   + Anne Hutchinson | Chapter 3, Lesson 3 | Chapter 3, Lesson 4 | * Close Read   + MD Toleration Acts of 1649 | * Close Read   + The Starving Time |
| **Text-Specific Inquiry:**  *Teacher guided inquiry into content-rich texts,*  *images or other content.* | * Which paragraph form “John Smith” suggests an injury promted by the end of Smith’s involvement with the governing council? | NY & NJ (p. 69-70)   * What incentive did the Dutch West India Company offer who brought setters? * Who started the colony that became NY? What did the Dutch call the colony? Why? * How did Berkeley Carteret attract settlers? | VA & MD (p. 73-75   * Why did landowners in the VA colony begin to import enslaved Africans instead of using indentured servants?   MD   * Why was it founded? * Who settled in MD? * What is the Mason-Dixon Line? | * Vocabulary Quiz   Journal Check (Rubric Issued | * Review Chapter 3   Chapter 3 Test |
| **Text-Specific Application:**  *Teacher facilitated small group or partner*  *strategies to deepen student understanding and*  *foster robust, collaborative discussion.* | Refer the the “Anne Hutchinson” passage   * What does the paragraph “Coming to America” accomplish? * Refer to the “Synopsis”, what purpose does it serve in developing the article? | PA & DE (p. 71-72)   * How is the settlement of PA different from other colonies? * Who was William Penn? What roles did he play in the colony? * What policies of PA reflect Quaker beliefs? * What groups of people helped to found DE? | The Carolinas & GA (p. 76-77)  The Carolinas   * How was it founded? * How did the Carolina’s develop?   GA   * How was it founded? * Who settled in GA? | MD Toleration Acts of 1649   1. In what ways were the MD Toleration Acts actually showing tolerance? 2. What are the limitations of the religious freedoms provided by the Tolerations Acts? Would they be considered tolerant by today’s standards? Explain. | The Starving Time   1. What does the author of the introduction mean by the phrase “weighted with gentry?” 2. What evidence from the text suggests that the Jamestown colonists relied deeply on the leadership of John Smith? 3. Why would the author of the passage agree or disagree with the statement “Early settlers depended on good relations with Native American tribes?” 4. What evidence does the author give of the severity of the famine during “The Starving Time?” |
| **Closure:**  *Individual students synthesize and/or summarize*  *learning for the day.* | Write a paragraph describing the importance of the search for religious freedom during the settling of America. Describe in detail with 2 pieces of TE at least two colonies. | Middle Colonies Map | Bacon’s Rebellion   * Why were Virginians upset with Governor Berkeley? * What did Nathaniel Bacon do? * What was the effect of Bacon’s Rebellion?   Southern Colonies Map | Venn Diagram  - How were the English Colonies alike and different? | 5-10 sentence paragraph with at least 2 pieces of TE.  *Why did different groups from England want to start new settlements in North America?* |
| **Weekly Assessment:**  *Guidance is provided weekly in the map to*  *support robust student writing every week that is strongly aligned to Social Studies content*  *standards.* | ASSESSMENTS   * Chapter 3 Mid-chapter Quiz: Monday, August 14 * Journal Check Thursday, August 17 * Vocabulary Quiz: Thursday, August17 * Assessment: Friday, August 18 * In class Writing activity: Monday August 21 & Tuesday, August 22 | ASSESSMENTS   * Chapter 3 Mid-chapter Quiz: Monday, August 14 * Journal Check Thursday, August 17 * Vocabulary Quiz: Thursday, August17 * Assessment: Friday, August 18 * In class Writing activity: Monday August 21 & Tuesday, August 22 | ASSESSMENTS   * Chapter 3 Mid-chapter Quiz: Monday, August 14 * Journal Check Thursday, August 17 * Vocabulary Quiz: Thursday, August17 * Assessment: Friday, August 18 * In class Writing activity: Monday August 21 & Tuesday, August 22 | ASSESSMENTS   * Chapter 3 Mid-chapter Quiz: Monday, August 14 * Journal Check Thursday, August 17 * Vocabulary Quiz: Thursday, August17 * Assessment: Friday, August 18 * In class Writing activity: Monday August 21 & Tuesday, August 22 | ASSESSMENTS   * Chapter 3 Mid-chapter Quiz: Monday, August 14 * Journal Check Thursday, August 17 * Vocabulary Quiz: Thursday, August17 * Assessment: Friday, August 18 * In class Writing activity: Monday August 21 & Tuesday, August 22 |
| **Homework:** | HOMEWORK   * 3-1 Homework: Friday, August 11 * 3-2 Homework: Monday, August 14 * 3-3 Homework: Wednesday, August 16 * 3-4 Homework: Thursday, August 17   Final HW Turn in: Friday, August 18 | HOMEWORK   * 3-1 Homework: Friday, August 11 * 3-2 Homework: Monday, August 14 * 3-3 Homework: Wednesday, August 16 * 3-4 Homework: Thursday, August 17   Final HW Turn in: Friday, August 18 | HOMEWORK   * 3-1 Homework: Friday, August 11 * 3-2 Homework: Monday, August 14 * 3-3 Homework: Wednesday, August 16 * 3-4 Homework: Thursday, August 17   Final HW Turn in: Friday, August 18 | HOMEWORK   * 3-1 Homework: Friday, August 11 * 3-2 Homework: Monday, August 14 * 3-3 Homework: Wednesday, August 16 * 3-4 Homework: Thursday, August 17   Final HW Turn in: Friday, August 18 | HOMEWORK   * 3-1 Homework: Friday, August 11 * 3-2 Homework: Monday, August 14 * 3-3 Homework: Wednesday, August 16 * 3-4 Homework: Thursday, August 17   Final HW Turn in: Friday, August 18 |