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

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|  | **Date:**  **Mon., Aug. 15** | **Date:**  **Tues., Aug. 16** | **Date:**  **Wed. Aug. 17** | **Date:**  **Thurs, Aug. 18** | **Date:**  **Fri., Aug. 19** |
| **Standard** | \*\*\*\* No standards are being covered at this time, we are reviewing 7th grade material. | \*\*\*\* No standards are being covered at this time, we are reviewing 7th grade material. | \*\*\*\* No standards are being covered at this time, we are reviewing 7th grade material. | \*\*\*\* No standards are being covered at this time, we are reviewing 7th grade material. | \*\*\*\* No standards are being covered at this time, we are reviewing 7th grade material. |
| **Objective**  *I can…..*  (Chapter information & I can statement) | Chapter 1, Lesson 3  North American Peoples  I can analyze and explain how early Native Americans adapted to their environment. | Chapter 2, Lesson 1  A Changing World  I can:   * Identify and describe geographical places and regions such as north and central Africa or SW North America * Explain events of the Age of Exploration both graphically and orally. | Chapter 2, Lesson 2  Early Exploration  I can:   * Compare and contrast information about European Explorers and exploration. * Identify and describe geographical places and regions such as north and central Africa or SW North America. * Explain events of the Age of Exploration both graphically and orally. | Chapter 2, Lesson 3  Spain in America  I can:   * Compare and contrast information about European Explorers and exploration. * Analyze relationships between explorers and Native Americans. * Understand the impact and importance of events, such as the defeat of the Aztecs or the establishment of Spanish missions. | Chapter 2, Lesson 4  Competing for Colonies  I can:   * Identify and describe geographical places and regions such as north and central Africa or SW North America. * Explain events of the Age of Exploration both graphically and orally. |
| **Connections to Prior Knowledge** | Bell Work:   * States’ Abbreviation Practice * Parts of a Map Foldable * Aztec/Incas Analysis | Bell Work:   * Crusades   Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Bell Work:   * Activity: Columbian Exchange * Close-Read: *Columbus As a Young Boy* | Bell Work:  Conquistador  Plantation  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Bell Work:  Review States Abbreviation  \*\*\* Abbreviation Final Assessment |
| **Guiding Questions** | How do civilizations rise and fall? | How do new ideas change the way people live? | Why do people trade? | What are the consequences when cultures interact? | What are the consequences when cultures interact? |

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| **Instructional Strategies**  *I do…* | Teacher Notes  Graphic Orga nizer | Notes:  Renaissance | Foldable: Columbus   * What did he believe? * Why did Queen Isabella support him? * What did Columbus find? | Graphic Organizer  Explorer- Region Explored   * Cortez * Pizarro * Leon * De Soto | Activity- The Reformation  *How did religion affect Europe?* |
| **Differentiated Tasks**  *We do …* | Map Activity | Vocabulary Foldable: Improvements in Technology | Explorer/Vocab.  Journal entry   * Vespucci * Balboa * Magellan | Analyze: The Effects of Native Americans | Activity:  NW Passage  French Settlement |
| **Assessment**  *They do ….* | Which Native American group stands out the most and why? | Tri-Fold:  Ghana, Mali & Songhai | Why did Europeans what to explore?  Explain how new technologies allowed Europeans to explore more of the world than they had prior to Columbus? (must cite textual evidence) | Why did Spain Encourage the conquistadors?  \*\*\* State Abbreviation Practice Test | Vocabulary Boxes:  Reformation  Protestantism  NW Passage  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png |
| **Homework** | Homework  Study for State Abbreviation Test (Friday) | Homework  Study for State Abbreviation Test (Friday) | Homework  Study for State Abbreviation Test (Friday) | Homework  Study for State Abbreviation Test (Friday) | Homework  Study for State Abbreviation Test (Friday) |
| **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** |  |  |  |  |  |
| **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. |