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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 3North American PeoplesI can analyze and explain how early Native Americans adapted to their environment. | Chapter 2, Lesson 1A Changing WorldI 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 2Early ExplorationI 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 AmericaI 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.
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| **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: ConquistadorPlantationMacintosh 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 NotesGraphic Orga nizer | Notes:Renaissance | Foldable: Columbus* What did he believe?
* Why did Queen Isabella support him?
* What did Columbus find?
 | Graphic OrganizerExplorer- 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 PassageFrench 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:ReformationProtestantismNW PassageMacintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png |
| **Homework** | HomeworkStudy for State Abbreviation Test (Friday) | HomeworkStudy for State Abbreviation Test (Friday) | HomeworkStudy for State Abbreviation Test (Friday) | Homework Study for State Abbreviation Test (Friday) | Homework Study for State Abbreviation Test (Friday) |
| **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** |  |  |  |  |  |
| **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. |