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

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|  | **Date:**  **Mon., Aug. 22** | **Date:**  **Tues., Aug. 23** | **Date:**  **Wed. Aug. 24** | **Date:**  **Thurs, Aug. 25** | **Date:**  **Fri., Aug. 26** |
| **Standard** | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.1 * 8.2 * 8.3 * 8.4 * 8.5 * 8.6 * 8.7 * 8.9 * 8.10 * 8.12 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.1 * 8.2 * 8.3 * 8.4 * 8.5 * 8.6 * 8.7 * 8.9 * 8.10 * 8.12 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.1 * 8.2 * 8.3 * 8.4 * 8.5 * 8.6 * 8.7 * 8.9 * 8.10 * 8.12 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.1 * 8.2 * 8.3 * 8.4 * 8.5 * 8.6 * 8.7 * 8.9 * 8.10 * 8.12 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.1 * 8.2 * 8.3 * 8.4 * 8.5 * 8.6 * 8.7 * 8.9 * 8.10 * 8.12 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | Colonial America  1587-1770  (Chapter 3)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Colonial America  1587-1770  (Chapter 3)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Colonial America  1587-1770  (Chapter 3)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Colonial America  1587-1770  (Chapter 3)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Colonial America  1587-1770  (Chapter 3)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* |
| **Connections to Prior Knowledge** | Bell Work:  Annotation: *The Colonies* | Bell Work:  *What challenges would you face if you had to support yourself by living off the land this time of year?* | Bell Work:  Discuss HW 3-1 | Bell Work:  New England Map | Bell Work:  Discuss HW 3-2 |
| **Guiding Questions** | * How does geography influence the way people live? * How do new ideas change the way people live? | * How does geography influence the way people live? * How do new ideas change the way people live? | * How does geography influence the way people live? * How do new ideas change the way people live? | * How does geography influence the way people live? * How do new ideas change the way people live? | * How does geography influence the way people live? * How do new ideas change the way people live? |

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| **Instructional Strategies**  *I do…* | * Pre-Test * Standards * Assessment Dates * HW Questions * Distribute Chapter packets * Writing assignment/Writing notebook set up | Notes   * Sir Francis Drake * Sir Walter Raleigh * Foldable: Roanoke * Timeline: Roanoke | Separatist  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png  Foldable: The Sparatist | New England Map Activity | Oral review of chapter 3, lesson 1 & 2 |
| **Differentiated Tasks**  *We do …* | * Set up writing spirals * Discuss POW TIDE | Foldable: Jamestown  *How did Jamestown prosper?* | Analyze the New England Colonies:   * CT * RI * NE | Mayflower Compact   * Working with a small group, read the Mayflower Compact. Rewrite the compact in your own words. Then compare the rewritings done by various groups? | * Mid- Chapter Quiz (Chapter 3) * Close Read/Annotation: *The New England Colonies & The Middle Colonies* |
| **Assessment**  *They do ….* | Pull Apart the Prompt  Short answer reflecting the annotation of: *The Colonies* | Pocahontas: Annotation and close-read  *How does geography influence the way people live?* | *How was religion causing problems in England?* | Why do groups form formal agreements? Cite 2 pieces of textual evidence to support your reasoning in a 5-8 sentence paragraph. | * Mid- Chapter Quiz (Chapter 3) * Close Read/Annotation: *The New England Colonies & The Middle Colonies* |
| **Homework** | Homework  3-1: Wednesday, August 24  3-2: Friday, August 26  3-3: Wednesday, August 31  3-4: Friday, September 2 | Homework  3-1: Wednesday, August 24  3-2: Friday, August 26  3-3: Wednesday, August 31  3-4: Friday, September 2 | Homework  3-1: Wednesday, August 24  3-2: Friday, August 26  3-3: Wednesday, August 31  3-4: Friday, September 2 | Homework  3-1: Wednesday, August 24  3-2: Friday, August 26  3-3: Wednesday, August 31  3-4: Friday, September 2 | * Mid- Chapter Quiz (Chapter 3)   Close Read/Annotation: *The New England Colonies & The Middle Colonies* |
| **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** | Chapter 3  Mid-chapter Quiz: Friday, August 26  Cumulative HW turn in: Friday, Sept. 2  Vocabulary Quiz: Friday, September 2  Final Assessment: Tuesday, Sept. 6  Writing: Wednesday, September 7 | Chapter 3  Mid-chapter Quiz: Friday, August 26  Cumulative HW turn in: Friday, Sept. 2  Vocabulary Quiz: Friday, September 2  Final Assessment: Tuesday, Sept. 6  Writing: Wednesday, September 7 | Chapter 3  Mid-chapter Quiz: Friday, August 26  Cumulative HW turn in: Friday, Sept. 2  Vocabulary Quiz: Friday, September 2  Final Assessment: Tuesday, Sept. 6  Writing: Wednesday, September 7 | Chapter 3  Mid-chapter Quiz: Friday, August 26  Cumulative HW turn in: Friday, Sept. 2  Vocabulary Quiz: Friday, September 2  Final Assessment: Tuesday, Sept. 6  Writing: Wednesday, September 7 | Chapter 3  Mid-chapter Quiz: Friday, August 26  Cumulative HW turn in: Friday, Sept. 2  Vocabulary Quiz: Friday, September 2  Final Assessment: Tuesday, Sept. 6  Writing: Wednesday, September 7 |
| **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. |