**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. 28- Sept. 1 | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday**  |
| **SS TN Standard(s):** | * 8.8, 8.12, 8.14, 8.13, 8.15, 8.16, 8.28
 | * 8.11, 8.12, 8.18
 | * 8.11, 8.17, 8.19
 | * 8.8, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.18, 8.19, 8.28
 | * 8.8, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.18, 8.19, 8.28
 |
| **Student Outcomes:***What will students know and be able to do as a result of this lesson?* | Student can tell you* About interactions between Native Americans & colonists.
* How life was difficult for different kinds of people in colonial society.
* How and why chattel slavery came to the colonies.
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| **Key Academic Vocabulary:** | Representative GovernmentMercantilismExportImportSubsistence FarmingCash CropDiversityTriangular TradeSlave Code | ImmigrationEpidemicCivic VirtueApprentice | MilitiaIroquois ConfederacyAlliance | ImmigrationEpidemicCivic VirtueApprenticeMilitiaIroquois ConfederacyAllianceRepresentative GovernmentMercantilismExportImportSubsistence FarmingCash CropDiversityTriangular TradeSlave Code  | ImmigrationEpidemicCivic VirtueApprenticeMilitiaIroquois ConfederacyAllianceRepresentative GovernmentMercantilismExportImportSubsistence FarmingCash CropDiversityTriangular TradeSlave Code |
| **Resources / Materials:** | * 4-2 Homework
* Chapter 4, mid-chapter quiz
* Passage: Emergence of Colonial Government
 | * Chapter 4, Lesson 3: Culture and Society (p. 96-100)
 | * Chapter 4, Lesson 4: Rivalry in North America (p. 101-105)
 | * Join or Die Cartoon Analysis
* Chapter 4 Vocabulary Quiz
* Chapter 4 Journal Reflection Activity
 | * Chapter 4 Test
* Chapter 4 Writing Activity
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| **Warm-Up / Bell Ringer:***Examples: Identifications, Vocabulary, Map Skills**(Suggest no more than 5 minutes.)* | * How did the colonists react to Britain’s economic policies?
 | * Where did the colonists get their ideas and attitudes about government?
 | * Describe some of the central values and beliefs that helped shape the emerging culture of the American colonies.
 | * How did the Proclamation of 1763 help the economy of Great Britain?
 | * Turn in Chapter 4 HW
* Turn in Chapter 4 Journal Reflection
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| **Essential Question / Relevance:** *Develop student interest and connect learning to**daily standards.*  | * How did freedom from oppression and greed coexist in the colonies?
* How did wealth influence quality of life?
* How does ownership of human beings damage society?
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| **High-Quality Text(s):** | * Passage: Emergence of Colonial Government
 | * Text: Peter Zenger
 | * Chapter 4, Lesson 4
 | * Join or Die Analysis
 | * Chapter 4 Test
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| **Text-Specific Inquiry:***Teacher guided inquiry into content-rich texts,**images or other content.*  | * Why did the Lords of Trade and Plantations move to annul the Massachusetts Bay charter?
* What two colonies were united as Massachusetts Bay in 1691?
* What two significant powers were leveraged by colonial assemblies?
* Describe how and why colonial legislatures asserted the right of self-government.
 | * Who was Peter Zenger?
* What was his situation?
* What did the outcome establish?
 | * Evaluate the French and Indian War. Weigh the pros and cons of the war then decide whether the war’s outcome was more positive or negative for the British.
 | * Describe why the colonies
* are represented by a snake.
* Describe the phrase “JOIN, or DIE.”
* Explain why England would not
* want the colonies to join together.
* Explain why the colonies would
* not want to join together.
* Why was England right to be afraid
* of the colonies joining together?
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| **Text-Specific Application:***Teacher facilitated small group or partner**strategies to deepen student understanding and**foster robust, collaborative discussion.* | * Chapter 4, Mid-Chapter Quiz
 | Life in the ColoniesHow was the US population affected by the following?* Immigration
* Slavery
* Disease

What influences brought about a new American spirit?What role did the father and mother play in the colonial family?American BeliefsSummarize* Colonial Education
* The Great Awakening
* The Enlightenment
* Freedom of the Press
 | Rivalry Between the French and British* Why did the French and British argue over the OH River Valley?
* Why was the loss at Fort Duquesne significant for the British?
* What role did George Washington play in the French and Indian War?
* Why did the French have more Native American Allies?
* When and where was the Albany Plan of Union proposed?
* Who proposed it?
* What was its purpose?
* Why did it fail?

The French and Indian War* How did the British win the War?
* What were the effects of the French and Indian War?
* How did the British win affect Native American tribes?
 | * Vocabulary Quiz
 | * Chapter 4 Test
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| **Closure:***Individual students synthesize and/or summarize**learning for the day.* | * Write a speech from the perspective of a merchant urging colonists to support your idea of free trade with countries other than Britain.
 | * Reflection with justification through Textual Evidence
	+ What influenced the culture in the colonies?
 | New British Policies* What was Pontiac’s War?
* What was the Proclamation of 1763?
* How did the colonists react?
 | * Chapter 4 Journal Reflection Rubric
 | * Write a paragraph that summarizes the Albany Plan of Union, including the problems it was meant to address and the response it received among colonists.
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| **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.* | Chapter 4* Mid Chapter Quiz: August 28
* Vocabulary Quiz: August 31
* Journal Check: September 1
* Test: September 1
 | Chapter 4* Mid Chapter Quiz: August 28
* Vocabulary Quiz: August 31
* Journal Check: September 1
* Test: September 1
 | Chapter 4* Mid Chapter Quiz: August 28
* Vocabulary Quiz: August 31
* Journal Check: September 1
* Test: September 1
 | Chapter 4* Mid Chapter Quiz: August 28
* Vocabulary Quiz: August 31
* Journal Check: September 1
* Test: September 1
 | Chapter 4* Mid Chapter Quiz: August 28
* Vocabulary Quiz: August 31
* Journal Check: September 1
* Test: September 1
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| **Homework:** | Homework Chapter 4* 4-1: August 25
* 4-2: August 28
* 4-3: August 30
* 4-4: August 31
* Final HW Turn in: September 1
 | Homework Chapter 4* 4-1: August 25
* 4-2: August 28
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