**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. | 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. | 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. | 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. | 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. |
| **Key Academic Vocabulary:** | Representative Government  Mercantilism  Export  Import  Subsistence Farming  Cash Crop  Diversity  Triangular Trade  Slave Code | Immigration  Epidemic  Civic Virtue  Apprentice | Militia  Iroquois Confederacy  Alliance | Immigration  Epidemic  Civic Virtue  Apprentice  Militia  Iroquois Confederacy  Alliance  Representative Government  Mercantilism  Export  Import  Subsistence Farming  Cash Crop  Diversity  Triangular Trade  Slave Code | Immigration  Epidemic  Civic Virtue  Apprentice  Militia  Iroquois Confederacy  Alliance  Representative Government  Mercantilism  Export  Import  Subsistence Farming  Cash Crop  Diversity  Triangular Trade  Slave 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 |
| **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 |
| **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? | * 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? | * 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? | * 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? | * 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? |
| **High-Quality Text(s):** | * Passage: Emergence of Colonial Government | * Text: Peter Zenger | * Chapter 4, Lesson 4 | * Join or Die Analysis | * Chapter 4 Test |
| **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? |  |
| **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 Colonies  How 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 Beliefs  Summarize   * 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 |
| **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. |
| **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 |
| **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 * 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 * 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 * 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 * 4-3: August 30 * 4-4: August 31 * Final HW Turn in: September 1 |