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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date:****Mon., Aug. 29** | **Date:****Tues., Aug. 30** | **Date:****Wed. Aug. 31** | **Date:****Thurs, Sept. 1** | **Date:****Fri., Sept. 2** |
| **Standard** |  \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.* 8.5
* 8.6
* 8.10
 |  \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.* 8.5
* 8.6
* 8.10
 | \*\*\* 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
* 8.6
* 8.7
* 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
* 8.6
* 8.7
* 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.* 8.13
 |
| **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: What did the colonies of CT, RI & NH have in common? | Bell Work: Vocab. BoxesPatroonPacifistMacintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Bell Work: Discuss HW 3-3 HW | Bell Work: * Bacon’s Rebellion
	+ Why were Virginians upset with Governor Berkly?
	+ What did Nathaniel Bacon do?
	+ What was the effect of Bacon’s Rebellion?
 | Bell Work: Discuss HW 3-4 |
| **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?
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Strategies***I do…* | * Notes
* NY=NY & NJ
* PA= PA & DE
 | Map: Middle Colonies  | Vocab. Box: Constitution Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Explain the concept: involuntary servitudeNotes: Indentured servants v. slaves | In 8th grade terminology define (with your partner)* joint-stock company
* house of burgesses
* slave
* indentured servant
 |
| **Differentiated Tasks***We do …* | Analyze the development of* NY
* NJ
* PA
 | Close-read/text annotation:*The Quakers (*[*www.history.com*](http://www.history.com)*)*1440L | Analyze the development of* MD
	+ Why was it founded?
	+ Who settled MD?
	+ What is the Mason-Dixon Line?
* The Carolinas
	+ How was it founded
	+ How did the CA’s develop?
* GA
	+ How was it founded?
	+ Who settled in GA and why?
 | Map: Southern Colonies | * Vocabulary Quiz (academic terms and content terms)
* Close-Read/text annotation: *The Emergence of Colonial Government* 1250L
 |
| **Assessment***They do ….* | Close Read/ Text Annotation:*The Colonies* 980L | Cite 2 pieces of textual evidence to support your reasoning in a 5-8 sentence paragraph.*What policies of PA reflected Quaker beliefs?* | Cite 2 pieces of textual evidence to support your reasoning in a 5-8 sentence paragraph.*Why did the demand for enslaved workers increase in the Carolina’s?* | Cite 2 pieces of textual evidence to support your reasoning in a 5-8 sentence paragraph.*Why did land owners in the VA colony begin to import enslaved Africans instead of using indentured servants?* | * Vocabulary Quiz (academic terms and content terms)
* Close-Read/text annotation: *The Emergence of Colonial Government* 1250L
 |
| **Homework** | Homework3-1: Wednesday, August 243-2: Friday, August 263-3: Wednesday, August 313-4: Friday, September 2 | Homework3-1: Wednesday, August 243-2: Friday, August 263-3: Wednesday, August 313-4: Friday, September 2 | Homework3-1: Wednesday, August 243-2: Friday, August 263-3: Wednesday, August 313-4: Friday, September 2 | Homework3-1: Wednesday, August 243-2: Friday, August 263-3: Wednesday, August 313-4: Friday, September 2 | Homework3-1: Wednesday, August 243-2: Friday, August 263-3: Wednesday, August 313-4: Friday, September 2 |
| **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** | Chapter 3Mid-chapter Quiz: Friday, August 26Cumulative HW turn in: Friday, Sept. 2Vocabulary Quiz: Friday, September 2Final Assessment: Tuesday, Sept. 6Writing: Wednesday, September 7 | Chapter 3Mid-chapter Quiz: Friday, August 26Cumulative HW turn in: Friday, Sept. 2Vocabulary Quiz: Friday, September 2Final Assessment: Tuesday, Sept. 6Writing: Wednesday, September 7 | Chapter 3Mid-chapter Quiz: Friday, August 26Cumulative HW turn in: Friday, Sept. 2Vocabulary Quiz: Friday, September 2Final Assessment: Tuesday, Sept. 6Writing: Wednesday, September 7 | Chapter 3Mid-chapter Quiz: Friday, August 26Cumulative HW turn in: Friday, Sept. 2Vocabulary Quiz: Friday, September 2Final Assessment: Tuesday, Sept. 6Writing: Wednesday, September 7 | Chapter 3Mid-chapter Quiz: Friday, August 26Cumulative HW turn in: Friday, Sept. 2Vocabulary Quiz: Friday, September 2Final Assessment: Tuesday, Sept. 6Writing: 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. |