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

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|  | **Date:**  **Mon., Feb. 27** | **Date:**  **Tues., Feb. 28** | **Date:**  **Wed. March 1** | **Date:**  **Thurs, March 2** | **Date:**  **Fri., March 3** |
| **Standard** | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 13: Manifest Destiny (1818-1853)  TN Core Standards   * 8.58 * 8.59 * 8.60 * 8.61 * 8.62 * 8.63 * 8.44 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 13: Manifest Destiny (1818-1853)  TN Core Standards   * 8.58 * 8.59 * 8.60 * 8.61 * 8.62 * 8.63 * 8.44 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 13: Manifest Destiny (1818-1853)  TN Core Standards   * 8.58 * 8.59 * 8.60 * 8.61 * 8.62 * 8.63 * 8.44 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 13: Manifest Destiny (1818-1853)  TN Core Standards   * 8.58 * 8.59 * 8.60 * 8.61 * 8.62 * 8.63 * 8.44 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 13: Manifest Destiny (1818-1853)  TN Core Standards   * 8.58 * 8.59 * 8.60 * 8.61 * 8.62 * 8.63 * 8.44 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. |
| **Connections to Prior Knowledge** | Bell Work:  13-3 HW | Bell Work:  Summarizing: What happened when people rushed to CA in search of gold? | Bell Work:  13-4 HW | Bell Work:  Explaining: What did Joseph Smith believe was the goal for the Mormons | Bell Work:    Turn in:   * Chapter 13 HW * Chapter 13 Journal Check Rubric * Chapter 13 writing (if needed) |
| **Guiding Questions** | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? | * How does geography influence the way people live? * Why does conflict develop? * How do new ideas change the way people live? |

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| **Instructional Strategies**  *I do…* | \*Silent Read p. 365-367  The CA Gold Rush   * Who were 49ers? * How did the Land Law of 1851 affect Californios? * How did CA’s application of statehood cause Problems in Congress? | \*Silent Read p. 367-369  A Religious Refuge in UT   * Who was Joseph Smith? * What caused Brigham Young to lead Mormons westward? * Why did the Mormons settle by the Great Salt Lake? * Why did it take a long time for UT to become a state? | Discuss Manifest Destiny Political Cartoon | Review Chapter 13   |  |  |  | | --- | --- | --- | | Area | Before the Move West | After the Move West | | TX |  |  | | CA |  |  | | OR |  |  | | Chapter 13 Test |
| **Differentiated Tasks**  *We do …* | Bear Flag CA (close-Read)   * Read, annotate, answer questions. * Constructed Response: Summarize the accomplishments and struggles of CA becoming a state. | Text: UT and the Road to Statehood   * Read, annotate, answer questions. * Constructed Response: Explain the biggest conflict between the church and the federal government. | Chapter 13 Vocabulary Quiz | In Class Writing   * Respond in paragraph form (3 separate) * Two pieces of textual evidence required per paragraph  1. How did Mountain men adapt to life in OR Country? 2. Why did Mexico come to regret encouraging Americans to settle in Mexican TX? 3. Do you think Spanish settlers had a greater effect on Native American culture in CA, or did Native American culture have a greater effect on Spanish settlers? Why? | Chapter 13 Test |
| **Assessment**  *They do ….* | Boom Town Economics   * Why did inflation occur in Boomtowns? * What is an entrepreneur? * Why did entrepreneur do so well during the gold rush? * Constructed Response: Analyzing and Problem Solving | Venn Diagram  Compare and Contrast how CA and UT became states. | Manifest Destiny Cartoon Analysis with reflective questions | Continue with Writing. | Chapter 13 Test |
| **Homework** | 13-1: February 22  13-2: February 23  13-3: February 27  13-4: March 1 | 13-1: February 22  13-2: February 23  13-3: February 27  13-4: March 1 | 13-1: February 22  13-2: February 23  13-3: February 27  13-4: March 1 | 13-1: February 22  13-2: February 23  13-3: February 27  13-4: March 1 | 13-1: February 22  13-2: February 23  13-3: February 27  13-4: March 1 |
| **Closure** | Short Answer Reflection with justification through textual evidence:   * Do you believe in destiny or fate? Do you think individual people have destinies? What about countries? Why/Why not? | Short Answer Reflection with justification through textual evidence:   * During the 1840s, more Americans than British settled in the OR Country. How do you think this settlement affect relationships with the British? | Short Answer Reflection with justification through textual evidence:   * Was the US justified in declaring Manifest Destiny? Why or why not? | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | Exit Slip   * Today I felt confident when \_\_\_. * Today I felt confused when \_\_\_. |
| **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 | 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 | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 13  Mid-chapter Quiz: Thursday, February 23  Vocabulary Quiz: Wednesday, March 1  In Class Writing: Thursday, March 2  HW Turn In: Friday, March 3  Journal Check Turn in: Friday, March 3  Chapter Test: Friday, March 3 | Chapter 13  Mid-chapter Quiz: Thursday, February 23  Vocabulary Quiz: Wednesday, March 1  In Class Writing: Thursday, March 2  HW Turn In: Friday, March 3  Journal Check Turn in: Friday, March 3  Chapter Test: Friday, March 3 | Chapter 13  Mid-chapter Quiz: Thursday, February 23  Vocabulary Quiz: Wednesday, March 1  In Class Writing: Thursday, March 2  HW Turn In: Friday, March 3  Journal Check Turn in: Friday, March 3  Chapter Test: Friday, March 3 | Chapter 13  Mid-chapter Quiz: Thursday, February 23  Vocabulary Quiz: Wednesday, March 1  In Class Writing: Thursday, March 2  HW Turn In: Friday, March 3  Journal Check Turn in: Friday, March 3  Chapter Test: Friday, March 3 | Chapter 13  Mid-chapter Quiz: Thursday, February 23  Vocabulary Quiz: Wednesday, March 1  In Class Writing: Thursday, March 2  HW Turn In: Friday, March 3  Journal Check Turn in: Friday, March 3  Chapter Test: Friday, March 3 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * Q3 ends March 10 * Spring Break is March 13-17 | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * Q3 ends March 10   Spring Break is March 13-17 | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * Q3 ends March 10   Spring Break is March 13-17 | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * Q3 ends March 10   Spring Break is March 13-17 | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * Q3 ends March 10   Spring Break is March 13-17 |