Rachel Stafford

8th U.S. History

Lesson Plans

Week of: January 16-20, 2017

Monday

No School

Observance of Martin Luther King Jr. Day

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| TN Core Standard(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) |  |
| Guiding Question(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) |  |
| Objective(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) |  |
| Agenda  TEACH 7: Instructional Time (Maximize Instructional Time) |  |
| Bell Work (connect to prior knowledge) |  |
| Instructional Strategies (I do)  TEACH 2: Explain Content (Explain content clearly and accurately) |  |
| Differentiated Tasks  (We do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) |  |
| Assessments  (They do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) |  |
| Closure |  |
| Homework |  |
| Looking Ahead  If students finish ahead of time. |  |

Tuesday

January 17, 2017

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| TN Core Standard(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | 8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)   * • \_Impressment * • \_War Hawks * • \_Henry Clay * • \_Burning of Washington * • \_Fort McHenry * • \_William Henry Harrison * • \_Tecumseh * • \_Andrew Jackson * • \_Battle of Horseshoe Bend * • \_Battle of New Orleans |
| Guiding Question(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | Why does conflict develop? |
| Objective(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | I can analyze the aspirations and ideals of the people of the new nation*.* |
| Agenda  TEACH 7: Instructional Time (Maximize Instructional Time) | The Jefferson Era  (Chapter 10)   1. Discuss 10-3 HW 2. 10-4    1. War of 1812    2. Defeats & Victories    3. The British Offensive    4. Turning Point    5. The End of War 3. Exit Ticket |
| Bell Work (connect to prior knowledge) | 10-3 HW |
| Instructional Strategies (I do)  TEACH 2: Explain Content (Explain content clearly and accurately) | Defeats & Victories (p. 285-286)   * Detroit * Lake Erie * Battle for Horseshoe Bend |
| Differentiated Tasks  (We do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | The British Offensive (p. 286-289)   * Washington D.C. * Baltimore   Turning Point   * Battle of Lake Champlain   End of War  - The Battle of New Orleans |
| Assessments  (They do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | End of War   * What were the terms of the treaty? * What happened to the Federalists? |
| Closure | Describe how the War Hawks influenced the Republican Party after the War of 1812 |
| Homework | 10-4 HW Questions |
| Looking Ahead  If students finish ahead of time. | * Journal Rubrics will be issued Wednesday, Jan. 18   + Journal Checks will take place Wed., Thurs., & Friday * Chapter Test: Thursday, January 19 * In Class Writing: Friday, January 20 |

Wednesday

January 18, 2017

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| TN Core Standard(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | * 8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P) * 8.41 Explain the major events of Thomas Jefferson’s presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H) * 8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H) * 8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)   + • \_Impressment   + • \_War Hawks   + • \_Henry Clay   + • \_Burning of Washington   + • \_Fort McHenry   + • \_William Henry Harrison   + • \_Tecumseh   + • \_Andrew Jackson   + • \_Battle of Horseshoe Bend   + • \_Battle of New Orleans |
| Guiding Question(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | Guiding Questions   1. What are the characteristics of a leader? 2. Why does conflict develop? 3. How do governments change? |
| Objective(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | I can analyze the aspirations and ideals of the people of the new nation*.* |
| Agenda  TEACH 7: Instructional Time (Maximize Instructional Time) | The Jefferson Era  (Chapter 10)   * 10-4 HW * Discuss Journal check rubrics for chapter 10 * Review chapter 10 * Vocabulary Quiz Ch. 10 * Passage/Map Analysis: *The War of 1812* |
| Bell Work (connect to prior knowledge) | 10-4 HW Discussion |
| Instructional Strategies (I do)  TEACH 2: Explain Content (Explain content clearly and accurately) | Discuss and Issue Chapter 10 Journal Check Rubric  Class Discussion of Chapter 10 |
| Differentiated Tasks  (We do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Close Read: War of 1812 |
| Assessments  (They do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Chapter 10 Vocabulary Quiz  Chapter 10 Journal Check |
| Closure | How did the outcome of the war affect the Federalist Party’s efforts to change the Constitution? |
| Homework | * Journal Rubrics will be issued Wednesday, Jan. 18   + Journal Checks will take place Wed., Thurs., & Friday * Chapter Test: Thursday, January 19 * In Class Writing: Friday, January 20 |
| Looking Ahead  If students finish ahead of time. | * Journal Rubrics will be issued Wednesday, Jan. 18   + Journal Checks will take place Wed., Thurs., & Friday * Chapter Test: Thursday, January 19 * In Class Writing: Friday, January 20 |

Thursday

January 19, 2017

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| Guiding Question(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | Guiding Questions   1. What are the characteristics of a leader? 2. Why does conflict develop? 3. How do governments change? |
| Objective(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | I can analyze the aspirations and ideals of the people of the new nation*.* |
| Agenda  TEACH 7: Instructional Time (Maximize Instructional Time) | The Jefferson Era  (Chapter 10)   * Turn in Chapter 10 HW * Review chapter 10 * Chapter 10 Assessment * Complete War of 1812 Activity * Continue with chapter 10 Journal Check |
| Bell Work (connect to prior knowledge) | Review/ Class discussion of Chapter 10 |
| Instructional Strategies (I do)  TEACH 2: Explain Content (Explain content clearly and accurately) | Review Chapter 10  Collect all Chapter 10 HW  Journal Check |
| Differentiated Tasks  (We do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Chapter 10 Assessment  Passage/Map Analysis: *The War of 1812* |
| Assessments  (They do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Chapter 10 Assessment  Passage/Map Analysis: *The War of 1812* |
| Closure | Chapter 10 Assessment  Passage/Map Analysis: *The War of 1812* |
| Homework | * Journal Rubrics will be issued Wednesday, Jan. 18   + Journal Checks will take place Wed., Thurs., & Friday * In Class Writing: Friday, January 20 |
| Looking Ahead  If students finish ahead of time. | * Journal Rubrics will be issued Wednesday, Jan. 18   + Journal Checks will take place Wed., Thurs., & Friday * In Class Writing: Friday, January 20 |

Friday

January 20, 2017

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| TN Core Standard(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | * 8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P) * 8.41 Explain the major events of Thomas Jefferson’s presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H) * 8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H) * 8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)   + • \_Impressment   + • \_War Hawks   + • \_Henry Clay   + • \_Burning of Washington   + • \_Fort McHenry   + • \_William Henry Harrison   + • \_Tecumseh   + • \_Andrew Jackson   + • \_Battle of Horseshoe Bend   • \_Battle of New Orleans |
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| Objective(s)  TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | I can analyze the aspirations and ideals of the people of the new nation*.* |
| Agenda  TEACH 7: Instructional Time (Maximize Instructional Time) | The Jefferson Era  (Chapter 10)   * Writing Assignment |
| Bell Work (connect to prior knowledge) | How do today’s political campaigns differ from the campaigns of 1800? How have relationships between white Americans and Native Americans changed over time?  How has the geography of the United States changed since 1800> |
| Instructional Strategies (I do)  TEACH 2: Explain Content (Explain content clearly and accurately) | In a small group, discuss the similarities and differences between Jefferson’s first term as president and Madison’s first term as president. Consider the state of the nation and the challenges each man faced. Make a chart that summarizes the groups ideas. |
| Differentiated Tasks  (We do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Writing:  Answer the following in a 3-5 paragraph essay with 3-5 pieces of textual evidence   * How did the nation change geographically during the Jefferson Era? * How did the nation change politically during the Jefferson Era? * How did the nation change in terms of its standing in the world during the Jefferson Era? |
| Assessments  (They do)  TEACH 3: Appropriately Challenging Work (Engage students at all learning levels in appropriately challenging work)  TEACH 4: Content Engagement (provide students with multiple ways to engage with content) | Writing:  Answer the following in a 3-5 paragraph essay with 3-5 pieces of textual evidence   * How did the nation change geographically during the Jefferson Era? * How did the nation change politically during the Jefferson Era? * How did the nation change in terms of its standing in the world during the Jefferson Era? |
| Closure |  |
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| Looking Ahead  If students finish ahead of time. |  |