Rachel Stafford

8th U.S. History

Lesson Plans

Week of: January 9-13, 2017

Monday, January 9, 2017

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| TN Core Standard(s)TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | * 8.41 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)
 |
| Guiding Question(s)TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) |  10-1: A New Party in PowerHow do governments change?10-2: The LA PurchaseHow does geography influence the way people live? |
| 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*.* |
| AgendaTEACH 7: Instructional Time (Maximize Instructional Time) | 1. Return semester 1 Exams
2. Finish 10-1
3. Review Marbury v. Madison (video clip)
4. Vocabulary box: Judicial Review
5. 10-1 HW questions
6. Begin 10-2
7. Lewis & Clark
8. Zebulon Pike
9. Hamilton-Burr Duel
 |
| Bell Work (connect to prior knowledge) | 10-1 Homework Questions |
| Instructional Strategies (I do)TEACH 2: Explain Content (Explain content clearly and accurately) | Lewis & Clark* What were the goals of the expedition?
* Why did Sacagawea join the expedition?
* How far west did the expedition explore?
* Analyze the Text: How did the Federalist react to the LA Purchase?
 |
| 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) | Zebulon Pike* Where did he explore?
* What is Pike’s Peak?

Hamilton-Burr Duel* Why did they duel?
* What was the Result?
* Why do you think the duel was a significant event in U.S. History?
 |
| 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) | Write a one paragraph journal entry from the perspective of a participant of the Lewis and Clark expedition, explaining your feelings and expectations as you set out on the journey. |
| Closure | Exit TicketMacintosh HD:Users:teacher:Desktop:Screen Shot 2017-01-06 at 7.37.18 PM.png |
| Homework | Chapter 10* 10:1- Monday, January 9
* 10:2- Tuesday, January 17
* 10:4- Wednesday, January 18

Chapter 10* Mid-chapter Quiz: Thursday, January 19
* Chapter Test: Thursday, January 19
* In Class Writing: Friday, January 20
 |
| Looking AheadIf students finish ahead of time. | Thinking Like a Historian page 290 #3Significant changes occurred during Thomas Jefferson’s presidency. Some changes still effect us today. Use a chart like the one shown below to identify changes and note modern effects of those changes.

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| --- | --- | --- |
|  | Geography | Civics & Government |
| Jefferson Era |  |  |
| Today  |  |  |

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Tuesday

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| Guiding Question(s)TEACH 1: Objective Driven Lesson (Engage students in objective-driven lessons based on content standards) | 10-2: The LA PurchaseHow does geography influence the way people live? |
| 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*.* |
| AgendaTEACH 7: Instructional Time (Maximize Instructional Time) | 1. Lewis & Clark
2. Zebulon Pike
3. Hamilton-Burr Duel
 |
| Bell Work (connect to prior knowledge) | What kind of routes did settlers travel? How did they travel? Why were rifles and axes so important? |
| Instructional Strategies (I do)TEACH 2: Explain Content (Explain content clearly and accurately) | Lewis & Clark* What were the goals of the expedition?
* Why did Sacagawea join the expedition?
* How far west did the expedition explore?
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| AgendaTEACH 7: Instructional Time (Maximize Instructional Time) | 1. Discuss 10-2 HW
2. Mid-Chapter Quiz
3. Close Read with Annotations: Lewis, Clark, *Sacagawea & Pomp*
	1. Reflection Questions
4. Constructed Response
 |
| Bell Work (connect to prior knowledge) | 10-2 HW Questions |
| Instructional Strategies (I do)TEACH 2: Explain Content (Explain content clearly and accurately) | Oral Review of Lesson 1 & 2 |
| 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) | * Mid-Chapter Quiz
* Close Read with Annotations: Lewis, Clark, *Sacagawea & Pomp*
	+ Reflection Questions
* Constructed Response
 |
| 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) | * Mid-Chapter Quiz
* Close Read with Annotations: Lewis, Clark, *Sacagawea & Pomp*
	+ Reflection Questions
* Constructed Response: *What do you think were the two most significant changes in the U.S. during the Jefferson Era? Explain your reasoning with textual evidence.*
 |
| Closure | * Constructed Response: *What do you think were the two most significant changes in the U.S. during the Jefferson Era? Explain your reasoning with textual evidence.*

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Thursday

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* 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) | 10-3: A Time of Conflict 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*.* |
| AgendaTEACH 7: Instructional Time (Maximize Instructional Time) | 1. Return and discuss mid-chapter quiz
2. American ships on the High Sea
3. Violating Rights
4. U.S. Reacts- More Problems for American Trade
 |
| Bell Work (connect to prior knowledge) | Return and discuss mid-chapter quiz. Students who made a 69% or lower will redo the quiz (with no outside resources) on Thursday, Jan. 12. |
| Instructional Strategies (I do)TEACH 2: Explain Content (Explain content clearly and accurately) | American Ships on the High Sea* Why were many American merchant ships able to make a profit in the late 1700s?
* How did Barbury Pirates affect trade?
* What happened in the war with Tripoli?
 |
| Differentiated Tasks | Violating Neutral Rights* What happened to the American ship, *Chesapeake*
* How did the British violate neutral rights?
* What were neutral rights?
 |
| (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) | U.S. Reacts- More Problems for American Trade* What was the Embargo Act of 1807?
* What was the result of the Embargo Act?
* What was the Non-intercourse Act?
 |
| 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) | Political Cartoon Analysis- with reflection analysis questions* The Embargo Act
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Friday

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| AgendaTEACH 7: Instructional Time (Maximize Instructional Time) | 1. Bell Work
2. War @ Home and Abroad
3. Tecumseh
4. The War Hawks
5. Reflection Analysis
 |
| Bell Work (connect to prior knowledge) | Election of 1808* Why didn’t Jefferson run for re-election?
* Who were the candidates?
* Who won the election?
 |
| Instructional Strategies (I do)TEACH 2: Explain Content (Explain content clearly and accurately) | War @ Home and AbroadWar Looms* How did Congress try to stop the trade problems?
* What happened?
* What did Madison believe?
 |
| 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) | Tecumseh* What is happening in the OH River Valley?
* How did Tecumseh try to stop settlers?
* What happened at the Battle of Tippecanoe?

The War Hawks* Who were the War Hawks?
* Who were the leaders of the War Hawks?
* What did they want?
 |
| 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) | Write a one paragraph response siting 1-2 pieces of textual evidence:* *How did alliances effect events in the early 1800s?*
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