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 Power  How do governments change?  10-2: The LA Purchase  How 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*.* |
| Agenda  TEACH 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 Ticket  Macintosh 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 Ahead  If 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.   |  |  |  | | --- | --- | --- | |  | Geography | Civics & Government | | Jefferson Era |  |  | | Today |  |  | |

Tuesday

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| Agenda  TEACH 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? * Analyze the Text: How did the Federalist react to the LA Purchase? |
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| Agenda  TEACH 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.*   Exit Ticket  Macintosh HD:Users:teacher:Desktop:Screen Shot 2017-01-06 at 7.37.18 PM.png |
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Thursday

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| 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*.* |
| Agenda  TEACH 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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| Agenda  TEACH 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 Abroad  War 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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