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

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|  | **Date:**  **Mon., May 8** | **Date:**  **Tues., May 9** | **Date:**  **Wed. May 10** | **Date:**  **Thurs, May 11** | **Date:**  **Fri., May 12** |
| **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 18   * 8.82 * 8.83 * 8.84 * 8.85 * 8.86 * 8.87 * 8.88 * 8.89 * 8.90 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 19   * 8.91 * 8.92 * 8.93 * 8.94 * 8.95 * 8.96 * 8.97 * 8.98 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 19   * 8.91 * 8.92 * 8.93 * 8.94 * 8.95 * 8.96 * 8.97 * 8.98 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 19   * 8.91 * 8.92 * 8.93 * 8.94 * 8.95 * 8.96 * 8.97 * 8.98 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 19   * 8.91 * 8.92 * 8.93 * 8.94 * 8.95 * 8.96 * 8.97 * 8.98 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | Reconstruction  (Chapter 18)  1865-1877  *I can analyze the character and lasting consequences of Reconstruction.* | Opening the West  1858-1896  *I can analyze the social, political, and economic transformation of America as a result of westward expansion.* | Opening the West  1858-1896  *I can analyze the social, political, and economic transformation of America as a result of westward expansion.* | Opening the West  1858-1896  *I can analyze the social, political, and economic transformation of America as a result of westward expansion.* | Opening the West  1858-1896  *I can analyze the social, political, and economic transformation of America as a result of westward expansion.* |
| **Connections to Prior Knowledge** | Individual Writing | Bell Work:  Introduce Chapter 19   * standards * projected dates | Bell Work:  Step into the place p. 518 (questions 1-3) | Bell Work:  In the mid-1800s the government chose to create a northern route for the transcontinental railroad. What was happening to influence this? Why do you think the location was in the North? | Bell Work:   1. Describe how the era of long drives developed on the Great Plains. 2. Why did many early settlers the Great Plains build sod houses? 3. How do you think the OK Land rush of 1889 affected Native Americans? 4. Why did many African Americans move to the Great Plains? |
| **Guiding Questions** | 1. Why do people make economic choices? 2. How does geography influence the way people live? 3. Why does conflict develop? 4. How do governments change? | 1. Why do people make economic choices? 2. How does geography influence the way people live? 3. Why does conflict develop? 4. How do governments change? | 1. Why do people make economic choices? 2. How does geography influence the way people live? 3. Why does conflict develop? 4. How do governments change? | 1. Why do people make economic choices? 2. How does geography influence the way people live? 3. Why does conflict develop? 4. How do governments change? | 1. Why do people make economic choices? 2. How does geography influence the way people live? 3. Why does conflict develop? 4. How do governments change? |

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| **Instructional Strategies**  *I do…* | Writing Exercise: Reconstruction  On notebook paper, complete the following constructed response questions. You must answer each question in a 5-8 sentence paragraph (topic/thesis, 3-6 supporting details- with one being textual evidence, and a conclusion). Staple your work to this when you are finished. | Silent Read: The Story Matters (p. 517)   * How was life changing for Geronimo and the Apache people? * Why was land important to him? * If you were Geronimo, what would you have done in this situation? Why? | Silent Read: Gold, Silver, and Boomtowns (p. 520-522)   * Where in CO was gold discovered? How did newspapers encouraged people to go there to mine for gold? * Why did companies have a better chance of finding gold? * What was the Comstock Load? Why was it called that? * How do you think miners that were unsuccessful felt? * How might the low success rate in the mines be related to the crime rate in the town of VA City? * What is a vigilante? Why did boomtowns need vigilantes? * Which states were created due to increased population from mining? | Silent Read: Cattle on the Plains (p. 526-528)   * What are longhorns and how did they get into TX? * What is open range? * Why did the values of TX cattle suddenly increase? * What was a long drive? At what time of year did the drive start? Why? * Who were vaqueros? How did they influence ranching? | Chapter 19 mid-chapter Quiz |
| **Differentiated Tasks**  *We do …* | 1. Explain the importance of the Fourteenth and Fifteenth amendments. 2. Describe the system of sharecropping. 3. The Ku Klux Klan was created during Reconstruction and continues to this day. What does the continued existence of this say about racism in the United States? Explain your answer. | Map & Timeline (p. 518-519)   1. What areas were part of Native American lands in 1860? 2. What areas were part of Native American lands in 1890? 3. What is the area outlined in black? 4. What might have caused the reduction of Native American land? 5. How much time does this timeline cover? How can you tell? What happened in 1896? 6. What events on the timeline help explain why Native Americans controlled less and less territory during this era? | \*Silent Read: Railroads Connect East and West (p. 522-525)   * Why was transportation to market so crucial? * Why did people in boomtowns also need markets? * How much track had been laid by 1865? And by 1890? * What does transcontinental mean? * Why was it such a challenge to build such a railroad? * What two companies took on the challenge and from where did each start? * How and why did the governments support railroads? * Why was working on the Central Pacific RR more difficult that the Union Pacific RR? * Why were new towns built around the location of train tracks? * How did trains change the way people measured time? | \*Silent Read: Farmers Settle the Plains (p. 528-531)   * What was the Homestead Act? What is a homestead? * Why was farming on the plains a family affair? * Why couldn’t the normal methods of farming be used on the plains? * What was dry farming? * What other technology helped the sodbusters? * Why did the government open Indian Territory to Homesteaders? * What happened on the morning of April 22, 1889? * How did land rushes affect Native Americans? | **LESSON 1: MINING AND RAILROADS IN THE WEST**  1. Define prospectors.  2. What did prospectors find in Nevada?  3. Define lode.  4. Name 2 kinds of subsidies that the federal government gave railroad companies.  5. Name the 2 railroad companies that accepted the government’s challenge to build a transcontinental railroad & tell what city they started in.  6. What town did the 2 railroads meet at?  7. Name 5 ways railroads had an economic impact.  8. How many time zones did they create? |
| **Assessment**  *They do ….* | Writing Assignment   1. Compare and contrast the lives of poor whites and former slaves in the South during and after Reconstruction. 2. Why were the Reconstruction plans of Congressional Republicans considered “radical”? 3. Explain the reasons and outcome for Andrew Johnson’s Impeachment | Define the Following (Quiz May 17)   * Subsidy * Time Zone * Long Drive * Vaquero * Homestead * Sodbuster * Dry Farming * Nomadic * Reservation * National Grange * Cooperative * Populism | Constructed response reflection with justification using textual evidence  *Do you think the nation would have developed with new cities and states if the railways had not been built?* | Constructed response reflection with justification using textual evidence  *Would you have considered moving to the Great Plains during this time? Why/Why not?* | **LESSON 2: RANCHERS AND FARMERS**  1. How much did a longhorn sell for in Texas? In Northern cities?  2. Why did ranchers drive their cattle hundreds of miles?  3. Give 3 reasons why driving cattle was hard work.  4. Give 3 reasons for the collapse of the Cattle Kingdom.  5. Name 3 factors that brought settlers to the Great Plains.  6. Name 2 parts of the Homestead Act.  7. Give 2 reasons why African Americans migrated to Kansas.  8. Name 4 problems settlers faced on the Great Plains.  9. Name 4 inventions sodbusters used to survive on the Great Plains. |
| **Homework** | * 18-1: Tuesday, April 25 * 18-2: Thursday, April 27 * 18-3: Monday, May 1 * 14-4: Wednesday, May 3 | Since Textbooks have been collected, there will be no written HW for chapter 19. | Since Textbooks have been collected, there will be no written HW for chapter 19. | Since Textbooks have been collected, there will be no written HW for chapter 19. | Since Textbooks have been collected, there will be no written HW for chapter 19. |
| **Closure** | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip   * Today I felt confident when \_\_\_.   Today I felt confused when \_\_\_. | 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** | * Mid-chapter Quiz: Thursday, April 27 * Vocabulary Quiz: Thursday, May 4 * Journal Check Due: Thursday, May 4 * Homework Turn in: Friday, May 5 * Chapter Test: Friday, May 5 | Chapter 19   * Mid-chapter Quiz: Friday, May 12 * Vocabulary Quiz: Wednesday, May 17 * Chapter Test: Tuesday, May 23 (open book!) | Chapter 19   * Mid-chapter Quiz: Friday, May 12 * Vocabulary Quiz: Wednesday, May 17 * Chapter Test: Tuesday, May 23 (open book!) | Chapter 19   * Mid-chapter Quiz: Friday, May 12 * Vocabulary Quiz: Wednesday, May 17 * Chapter Test: Tuesday, May 23 (open book!) | Chapter 19   * Mid-chapter Quiz: Friday, May 12 * Vocabulary Quiz: Wednesday, May 17 * Chapter Test: Tuesday, May 23 (open book!) |
| **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. |