**Shelby County Schools Weekly Lesson Analysis/Planning Document**

**Social Studies Grades K-12**

**Teacher’s Name:** Rachel Stafford **Grade Level / Module:**  8th U.S. History

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| Week of October 2-6 | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday**  |
| **SS TN Standard(s):** | * 8.17, 8.25, 8.26
 | * 8.17, 8.25, 8.26
 | * 8.29, 8.30, 8.64
 | * 8.29, 8.30, 8.64
 | * 8.29, 8.30, 8.64
 |
| **Student Outcomes:***What will students know and be able to do as a result of this lesson?* | Chapter 6Student can tell you* The major causes of the American Revolution.
* The key players and events of the Revolution.
* Some of the reasons why people were either Loyalists or Patriots.
 | Chapter 6Student can tell you* The major causes of the American Revolution.
* The key players and events of the Revolution.
* Some of the reasons why people were either Loyalists or Patriots.
 | Chapter 7Student can tell you* How early English law documents eventually led to the Constitution.
* Why the Articles of Confederation ultimately failed.
* The key issues of the Constitutional Convention.
* The key differences between Federalists and Anti-Federalists.
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* Why the Articles of Confederation ultimately failed.
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| **Key Academic Vocabulary:** | MercenaryRecruitInflationSiegeRatifyAmbush | MercenaryRecruitInflationSiegeRatifyAmbush |  | BicameralRepublicOrdinanceDepreciate | BicameralRepublicOrdinanceDepreciate |
| **Resources / Materials:** | * Review Questions
* Watauga During the American Revolution Passage
 | * Chapter 6 Test
 | * Chapter 7
 | * Chapter 7, Lesson 1
* Primary Source: The Articles of Confederation (1010L)
 | * Chapter 7, Lesson 1
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| **Warm-Up / Bell Ringer:***Examples: Identifications, Vocabulary, Map Skills**(Suggest no more than 5 minutes.)* | * What steps do you think colonists needed to take to protect their newly acquired independence?
 | * Turn in
	+ Chapter 6 HW
	+ Chapter 6 Journal Reflection
	+ Chapter 6 Extra Credit
 | * Story Matters p. 173
 | * What problems do you see arising in creating a new nation?
 | * Why were people so careful to limit the power of the governor and the legislature?
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| **Essential Question / Relevance:** *Develop student interest and connect learning to**daily standards.*  | * Was the American Revolution really revolutionary?
* How can people live together in harmony at times of deep division and crisis?
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* How can people live together in harmony at times of deep division and crisis?
 | * How does the concept of law develop over time?
* How do leaders shape history?
* How do societies create and maintain a balance of power?
* What are the advantages of a Constitution?
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| **High-Quality Text(s):** | * Watuauga During the American Revolution
 | * Chapter 6 Test
 | * Introduction to Chapter 7
 | * Primary Source: The Articles of Confederation (1010L)
 | * Chapter 7, Lesson 1
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| **Text-Specific Inquiry:***Teacher guided inquiry into content-rich texts,**images or other content.*  | * Why was Washington’s attack across the DE River o Christmas night so significant?
* Why did the Patriots have a problem getting money to finance the war?
* Why were free African Americans first banned from fighting? Why did that policy change?
 | * Chapter 6 Test
 | * Visual Skills p. 174-175
 | The Articles of Confederation (p. 176-179)1. What concerns did people have about a new government?
2. What is a constitution? What does bicameral mean? How are the two terms related?
3. Why were people so careful to limit the powers of the governor and legislature?
4. What does it mean that our country is a republic?
5. Chapter p. 177
 | Policies for Western Land (p. 179-182)* The Ordinance of 1785
* The NW Ordinance, 1787
* Land Act, 1800
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| **Text-Specific Application:***Teacher facilitated small group or partner**strategies to deepen student understanding and**foster robust, collaborative discussion.* | * How did the war affect attitudes towards slavery?
* What groups did Native Americans mainly support? Why?
* What role did the French play in the victory at Yorktown?
 | * Was the American revolution truly revolutionary? Explain/
 | If you could step into this time and place- the US in the first years- what do you think would be most different from how you live now? What do you think would be the same? | The Articles of Confederation* What powers did Congress have?
* What were the weaknesses?
* How might these limits affect the development of the nation?

Who approved the Articles of Confederation?How did the Articles of Confederation affect the new government?Vocab. Box: Articles of Confederation | Problems @ Home and Abroad (p. 182-183)1. What happened to the Continental?
2. Why did the Continental Congress have money problems?Why were American merchants having trouble with Britain?
3. Why did the US have problems with Spain?
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| **Closure:***Individual students synthesize and/or summarize**learning for the day.* | * How did the American Revolution effect the Watauga settlement?
 | * How did warfare lead to change for African Americans in the colonies?
 | * Begin HW questions
 | * Primary Source: The Articles of Confederation (1010L)
 | * What would you do with the government at this point?
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| **Weekly Assessment:***Guidance is provided weekly in the map to**support robust student writing every week that is strongly aligned to Social Studies content**standards.* | Chapter 6 Projected Dates* Mid-chapter Quiz: Sept. 22
* Vocabulary Quiz: Sept. 29
* Writing Due: Sept. 29
* Journal Check: Oct. 2
* Test: Oct. 3
 | Chapter 6 Projected Dates* Mid-chapter Quiz: Sept. 22
* Vocabulary Quiz: Sept. 29
* Writing Due: Sept. 29
* Journal Check: Oct. 2
* Test: Oct. 3
 | Chapter 7 Projected Dates* Mid-chapter Quiz: Tuesday, October 17
* Vocabulary Quiz: Friday, October 20
* Journal Check: Monday, October 23
* Test: Monday, October 23
 | Chapter 7 Projected Dates* Mid-chapter Quiz: Tuesday, October 17
* Vocabulary Quiz: Friday, October 20
* Journal Check: Monday, October 23
* Test: Monday, October 23
 | Chapter 7 Projected Dates* Mid-chapter Quiz: Tuesday, October 17
* Vocabulary Quiz: Friday, October 20
* Journal Check: Monday, October 23
* Test: Monday, October 23
 |
| **Homework:** | Homework* 6-1: Sept. 20
* 6-2: Sept. 22
* 6-3: Sept. 27
* 6-4: Sept. 29
* Final Turn in Oct. 3
 | Homework* 6-1: Sept. 20
* 6-2: Sept. 22
* 6-3: Sept. 27
* 6-4: Sept. 29
* Final Turn in Oct. 3
 | Homework* 7-1: Monday, October 16
* 7-2: Tuesday, October 17
* 7-3: Friday, October 20
* Final turn in, Monday, October 23
 | Homework* 7-1: Monday, October 16
* 7-2: Tuesday, October 17
* 7-3: Friday, October 20
* Final turn in, Monday, October 23
 | Homework* 7-1: Monday, October 16
* 7-2: Tuesday, October 17
* 7-3: Friday, October 20
* Final turn in, Monday, October 23
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