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

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|  | **Date:**  **Mon., Oct. 3** | **Date:**  **Tues., Oct. 4** | **Date:**  **Wed. Oct. 5** | **Date:**  **Thurs, Oct. 6** | **Date:**  **Fri., Oct. 7** |
| **Standard** | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.16 * 8.22 * 8.23 * 8.24 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.16 * 8.24 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.16 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.16 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.16 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | The Spirit of Independence  1763-1776  (Chapter 5)  *I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.* | The Spirit of Independence  1763-1776  (Chapter 5)  *I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.* | The Spirit of Independence  1763-1776  (Chapter 5)  *I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.* | The Spirit of Independence  1763-1776  (Chapter 5)  *I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.* | The Spirit of Independence  1763-1776  (Chapter 5)  *I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.* |
| **Connections to Prior Knowledge** | Bell Work:  Close Read/Annotation (1010L) Lexington and Concord | Bell Work:  5-3 HW | Bell Work:  Discuss 5-4 | Bell Work:  Discuss Ch. 5 Extra Credit | Bell Work:  Review of Ch. 5 |
| **Guiding Questions** | * Why does conflict develop? * What motivates people to act? | * Why does conflict develop? * What motivates people to act? | * Why does conflict develop? * What motivates people to act? | * Why does conflict develop? * What motivates people to act? | * Why does conflict develop? * What motivates people to act? |

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| **Instructional Strategies**  *I do…* | Finish 5-3  The Second Continental Congress   * Key Actions * Thomas Paine | Declaration of Independence | Journal Check Chapter 4  Small Group Reinforcement  Enrichment Stations   * Watauga Settlements * Salutary Neglect * Sam Adams * Paul Revere * Thomas Paine | Journal Check Chapter 4  Small Group Reinforcement  Enrichment Stations   * Watauga Settlements * Salutary Neglect * Sam Adams * Paul Revere   Thomas Paine | Chapter 5 Test  DBQ Chapter 5 |
| **Differentiated Tasks**  *We do …* | Declaring Independence | * Analysis of the Declaration of Independence | Journal Check Chapter 4  Small Group Reinforcement  Enrichment Stations   * Watauga Settlements * Salutary Neglect * Sam Adams * Paul Revere * Thomas Paine | Journal Check Chapter 4  Small Group Reinforcement  Enrichment Stations   * Watauga Settlements * Salutary Neglect * Sam Adams * Paul Revere   Thomas Paine | * Chapter 5 Test * DBQ Chapter 5 |
| **Assessment**  *They do ….* | What actions did the 2nd Continental Congress take to begin governing the colonies? | Vocab. Box: Declaration of Independence  Who did the most to promote the cause of independence? Washington, Jefferson or Paine? Justify your reasoning | What Do You Think? P. 126-127   1. Interpreting 2. Analyzing 3. Evaluation   What did you decide? Should the colonists fight for independence? How would you convince others to join your choice? |  | Chapter 5 Test  DBQ Chapter 5 |
| **Homework** | Homework  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 |
| **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** | Chapter 5   * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 5 | Chapter 5   * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 5 | Chapter 5   * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 5 | Chapter 5   * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 5 | Chapter 5   * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 5 |
| **Additional notes/ Upcoming Events** | * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. |