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

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|  | **Date:**  **Mon., Sept. 26** | **Date:**  **Tues., Sept. 27** | **Date:**  **Wed. Sept. 28** | **Date:**  **Thurs, Sept. 29** | **Date:**  **Fri., Sept. 30** |
| **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 | \*\*\* 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 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.21 * 8.22 | \*\*\* 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 * 8.21 * 8.22 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.22 * 8.24 * 8.25 |
| **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:  Discuss Ch. 4 Test  Graph Ch. 4 Data  Reflection of Ch. 4  Issue Ch. 4 reinforcement activity (if needed) | Bell Work:  What are taxes? How are people’s reaction to taxes similar to what the colonists felt? | Bell Work:  Discuss 5-1 HW  Debate: Was it justified for colonists to begin smuggling goods in the 1760s? Justify your reasoning with 8th grade appropriate terminology. | Bell Work:  Discuss 5-2 HW  Explain how the British punished the colonists after the Boston Tea Party. | Bell Work:  \*\* Ch. 4 Reinforcement is due  How did Samuel Adams and Paul Revere use propaganda to rally colonists after the Boston Massacre? |
| **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…* | Begin CH. 5   * Pre-Test * Standards * Data Tracker * Projected Dates   Homework Questions | 5-1: No Taxation Without Representation   * Dealing with Britain * Enforcing Trade Laws * The Sugar Act | 5-2: Uniting the Colonies   * Trouble in MA * Tensions in the Streets * Boston Massacre Analysis * Vocab. Box: Propaganda | Illustration Analysis: Tar and Feathering | Continental Congress   * Voting * Militia   Vocab. Boxes: Patriots and Loyalist |
| **Differentiated Tasks**  *We do …* | Begin CH. 5   * Pre-Test * Standards * Data Tracker * Projected Dates * Homework Questions | New Taxation   * Opposition to the Stamp Act * The Townsend Act | Crisis in Boston   * Boston Tea Party * Reaction: The Intolerable Acts * Timeline of Events Activity | Mid-Chapter Quiz Chapter 5, Lessons 1 & 2 | Fighting Begins Flowchart   * Battle of Bunker Hill * Fort Ticonderoga |
| **Assessment**  *They do ….* | Close Read with Annotations: *The Colonies* 1010L | Vocab. Box: Boycott  Compare and contrast the Stamp Act and the Townsend Acts. Once you have organized your thoughts through a venn diagram, then write a paragraph. | Explain the Effects of the Coercive Acts on Boston. Do you feel the King and Parliament were justified in passing these laws? Explain why or why not. | What Do You Think? P. 126-127   1. Interpreting 2. Analyzing 3. Evaluation 4. What did you decide? Should the colonists fight for independence? How would you convince others to join your choice? | Close Read with Annotations: *Lexington & Concord* 1010L |
| **Homework** | Homework  5-1: Wednesday, Sept. 28  Thursday, Sept. 29  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-1: Wednesday, Sept. 28  Thursday, Sept. 29  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-1: Wednesday, Sept. 28  Thursday, Sept. 29  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-1: Wednesday, Sept. 28  Thursday, Sept. 29  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 | Homework  5-1: Wednesday, Sept. 28  Thursday, Sept. 29  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   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * 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   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * 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   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * 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   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * 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   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * 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** | Homecoming Week  September 26-30, 2016  Dress Up Days  Monday: Bow Tie Day  Tuesday: BCS Spirit Day (homecoming football game)  Wednesday: College Day  Thursday: Camo Day  Friday: 70’s Day   * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 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. | Homecoming Week  September 26-30, 2016  Dress Up Days  Monday: Bow Tie Day  Tuesday: BCS Spirit Day (homecoming football game)  Wednesday: College Day  Thursday: Camo Day  Friday: 70’s Day   * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 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. | Homecoming Week  September 26-30, 2016  Dress Up Days  Monday: Bow Tie Day  Tuesday: BCS Spirit Day (homecoming football game)  Wednesday: College Day  Thursday: Camo Day  Friday: 70’s Day   * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 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. | Homecoming Week  September 26-30, 2016  Dress Up Days  Monday: Bow Tie Day  Tuesday: BCS Spirit Day (homecoming football game)  Wednesday: College Day  Thursday: Camo Day  Friday: 70’s Day   * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 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. | Homecoming Week  September 26-30, 2016  Dress Up Days  Monday: Bow Tie Day  Tuesday: BCS Spirit Day (homecoming football game)  Wednesday: College Day  Thursday: Camo Day  Friday: 70’s Day   * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 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. |