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

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|  | **Date:****Mon., Sept. 5** | **Date:****Tues., Sept. 6** | **Date:****Wed. Sept. 7** | **Date:****Thurs, Sept. 8** | **Date:****Fri., Sept. 9** |
| **Standard** |  Labor DayNo School |  \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.* 8.1
* 8.2
* 8.5
* 8.6
* 8.7
* 8.10
* 8.12
* 8.13
 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.* 8.1
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* 8.10
* 8.11
* 8.12
* 8.13
* 8.14
* 8.15
* 8.16
* 8.17
* 8.18
* 8.19
* 8.28
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* 8.14
* 8.15
* 8.16
* 8.17
* 8.18
* 8.19
* 8.28
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| **Objective***I can…..*(Chapter information & I can statement) | Labor DayNo School | Colonial America 1587-1770(Chapter 3)I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Colonial America 1587-1770(Chapter 3)I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies 1607-1770(Chapter 4)I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies 1607-1770(Chapter 4)I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* |
| **Connections to Prior Knowledge** | Labor DayNo School | Bell Work: Oral Review of chapter 3Submit chapter 3 extra credit | Bell Work: * Student volunteers read pieces of their writing assignment
 | Bell Work: Introduce Ch. 4* TN Core Standards
* Pre-Test
* Student data tracker
* Upcoming assessments & due dates
 | Bell Work: Review from yesterday’s reading:*Describe how and why colonial legislatures asserted the right to self-government.* |
| **Guiding Questions** | Labor DayNo School | * How does geography influence the way people live?
* How do new ideas change the way people live?
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 | * How does geography influence the way people live?
* How do new ideas change the way people live?
* Why does conflict develop?
 | * How does geography influence the way people live?
* How do new ideas change the way people live?
* Why does conflict develop?
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| **Instructional Strategies***I do…* | Labor DayNo School | Chapter 3 Assessment  | Revisit the prompt:Look for key details, discuss rubric | Introduce Ch. 4* TN Core Standards
* Pre-Test
* Student data tracker
* Upcoming assessments & due dates
 | Whole Group (TN Core 8.8)* Natural Resources/Jobs/industries of the NE, MC & SC
* Map Activity: Triangular Trade Route
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| **Differentiated Tasks***We do …* | Labor DayNo School | Chapter 3 Assessment | * Self edit
* Peer edit
* Reflection
* Submit work for teacher review/edit/grade
 | Annotation/Close-Read*Emergence of Colonial Government* 1250 L (TN Core 8.13) | Pair/Share (TN Core 8.14)* The Middle Passage (What was it? How did it affect enslaved Africans?)
* Slave Codes (What was the purpose? How did it affect enslaved Africans?)
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| **Assessment***They do ….* | Labor DayNo School | Chapter 3 Assessment | * Self edit
* Peer edit
* Reflection
* Submit work for teacher review/edit/grade
 | 1. *What was a striking feature in the early phases of colonial government?*
2. *Why did the Lords of Trade and Plantations move to annul the MA Bay charter?*
3. *What two colonies were united as MA Bay in 1691?*
4. *What served as the Glorious Revolution’s major theoretical justification?*
5. *What two significant powers were leveraged by colonies assemblies?*
 | Individual Assignment (TN Core 8.14)*The Interesting Narrative of the Life of Olaudah Equiano*Textbook p. 90-91* Why is a first-person narrative of an enslaved person valuable?
* What kind of person did the kidnappers target? Why do you think that might be?
* How do you think books like Equiano’s might have helped the antislavery movement?
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| **Homework** | Labor DayNo School | Homework Chapter 3 writing assignment is due Wednesday, September 7 | Homework | Homework4-1: Monday, September 124-2: Tuesday, September 134-3: Thursday, September 154-4: Monday, September 19 | Homework4-1: Monday, September 124-2: Tuesday, September 134-3: Thursday, September 154-4: Monday, September 19 |
| **Closure** | Labor DayNo School | Exit SlipChapter 3 ReflectionOn a scale of 1-10, how do you feel about your mastery of the TN Core standards covered in this chapter? Reflect in a 3-8 sentence paragraph. | Exit SlipWriting ReflectionHow do you fell you did on this assignment? What were your strengths? Weaknesses? How could you have improved your work? | 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 \_\_\_.
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| **Resources/Materials** | Labor DayNo School | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  |
| **Projected Assessments** | Labor DayNo School | Chapter 3Final Assessment: Tuesday, Sept. 6Writing: Wednesday, September 7 | Chapter 4* Mid-chapter Quiz: Tuesday, September 13 (NO BOOK, NO NOTES)
* Cumulative HW turn in: Monday, September 19
* 13 Colonies Map Quiz: Tuesday, September 20 (no outside resources)
* Vocabulary Quiz: Wednesday, Sept. 21 (no outside resources)
* Final Assessment: Thursday, Sept. 22 (no outside resources)
* Writing: There is no formal writing assignment for chapter 4
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 |
| **Additional notes/ Upcoming Events** | * Home Football Game @Bolton (Wednesday, September 7 5:30 v. Georgian Hills)
* Grandparents Day (Friday, September 9- breakfast at 7:45)
* Parent Teacher Conferences (Thursday, September 15- 4-7 pm)
* District Learning Day for Teachers-No School for Students (Friday, September 16
* School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm)
* 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. | * Home Football Game @Bolton (Wednesday, September 7 5:30 v. Georgian Hills)
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