Mrs. Gawlik 8th Grade US History March 4-8, 2019

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|  | Monday 3-4 | Tuesday 3-5 | Wednesday 3-6 | Thursday 3-7  Vocab Quiz | Friday 3-8 |
| Materials/Agenda | Chapter 10.2 Guided Reading p345-348 | Chapter 10.2 Critical Thinking p345-348 | Chapter 10.3 Guided Reading p349-354 | Chapter 10.3 Critical Thinking p349-354 | Chapter 10.4 Guided Reading p355-359 |
| Standard | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. |
| Content Objective  (Student Will Demonstrate…) | Understanding of why the Monroe Doctrine (8 – U4.1.2) was issued by completing a guided reading. | Understanding of why the Monroe Doctrine (8 – U4.1.2) was issued by completing critical thinking questions | Understanding of the conflict between Jackson and Adams (8 – U4.1.2) by completing a guided reading. | Understanding of the conflict between Jackson and Adams (8 – U4.1.2) by completing critical thinking questions. | Understanding of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) by completing a guided reading. |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/504/Spec. Ed Accommodations  (reading- follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice/model language using US History terminology and the English language. | Write to explain why the United States issued the Monroe Doctrine using a guided reading with 75% accuracy. | Write to explain why the United States issued the Monroe Doctrine using critical thinking questions with 3 out of 4 correct. | Write to answer questions about the conflict between Jackson and Adams using a guided reading with 75% accuracy. | Write to answer questions about the conflict between Jackson and Adams using critical thinking questions with 3 out of 4 correct. | Write to fill in the blank of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) using a guided reading with 3 out of 4 correct. |
| Vocabulary | Monroe Doctrine, Cede, self- government, caucus, suffrage, spoils system | Monroe Doctrine, Cede, self- government, caucus, suffrage, spoils system | Monroe Doctrine, Cede, self- government, caucus, suffrage, spoils system | Monroe Doctrine, Cede, self- government, caucus, suffrage, spoils system | Monroe Doctrine, Cede, self- government, caucus, suffrage, spoils system |
| Differentiation/Modifications | Whole group and  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading | \*Individual learning  \*A/B Partner think-pair-share  \* Google Classroom | \*Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading | \*Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \* Google Classroom | \*Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading |
| Activity/Exit Ticket/Key Questions to promote inquiry | Chapter 10.2 Guided Reading p345-348 | Chapter 10.2 Critical Thinking p345-348 | Chapter 10.3 Guided Reading p349-354 | Chapter 10.3 Critical Thinking p349-354 | Chapter 10.4 Guided Reading p355-359 |

Mrs. Gawlik reserves the right to change or alter these plans at any time.