

Mrs. Green

9/5-

## U.S. History 8

### Daily Agenda

History Access textbook here: [Teachtci.com](https://www.teachtci.com) Teacher Username: Mrs\_Green

**Learning Focus/Objective: Why was there an American Revolution?**

#### April 5

**Lesson 16- What were the motives, hardships, and legacies of the groups that moved west in the 1800s?**

Preview- beginning mini-drama - They have today to create their scripts and props and practice.

#### April 3

Lesson Game

Test

Investigating Primary Sources - What inspired Americans to move west?

Start Vocabulary for Lesson 16

#### April 1

Warm-up Review your topic sentence.

Processing Activity

#### March 28

[Warm-up](#)

**Review Videos**

[Napoleon](#)

[Louisiana Purchase](#)

Finish Response Groups and Section 5

Review Videos -

Processing Activity- Group - annotate Manifest Destiny picture - begin

#### March 26

**Warm-up: read introduction**

Response activity

HW: Make sure you have completed sections 1-4

#### March 22

**Finish presentations**

Unit 5- Setting the Stage

Lesson 15- ***How justifiable was U.S. expansion in the 1800?***

Preview- Vocab

Geography Challenge Finish for HW

#### March 20

60min to prepare

Present TedTalks
<b>March 11</b> <a href="#">Reading Further &amp; Processing Activity</a> <a href="#">Study Guide</a>
<b>March 7</b> <b>Warm-up: grade your sections</b> <a href="#">Indian Removal Map</a> and <a href="#">Slides</a>
<b>March 5</b> Sections 3-6 Visual Discovery/Act it Out <a href="#">Impromptu Citizenship Activity</a> -Before reading section 6 - you need 20 minutes for this activity <b>Finish through section 6 for HW.</b>
<b>March 1</b> Introduce Lesson 14 - <i><b>How well did President Andrew Jackson promote democracy?</b></i> Preview Vocabulary Sections 1-2
<b>February 27</b> Lesson Review Game = Quiz grade Check Grade Reading Further Share Writing for Understanding in groups of 4 Introduce Lesson 14 - <i><b>How well did President Andrew Jackson promote democracy?</b></i> Preview Vocabulary
<b>February 25</b> Finish Writing for Understanding - Due at the beginning of next class (CER graphic organizers= classwork and final Chapter = lesson 13 assessment)
<b>February 21 -</b> Continue Writing for Understanding
<b>February 19</b> Finish Sections (skip processing) Begin Phase 3 Writing for Understanding - Instructions and template in Google Classroom
<b>February 14</b> Warm-up:Lesson 13 Vocabulary Intro lesson 13 question- <i><b>What did it mean to be an American in the early 1800s?</b></i> Preview/Introduction Section 1-3
<b>February 12</b> Warm-up:Reading Further with interactive notebook questions Connection to today: Eminent Domain - <a href="#">Video</a> and Discussion- <a href="#">Articles</a> - <a href="#">Ethics CER</a>

**February 7**

Lesson 12 review game - for a grade

Lesson 12 Assessment

[Remember Me Legacy Poem](#)

**February 5**

Finish Lesson 12 Processing Activity in Interactive Notebook packet

[Study Guide](#) - due next class

**February 1**

Finish Response Groups

Begin processing - Tombstones for Presidents

**January 24th**

Warm-up: Tone and Mood

Discussion

[Hamilton vs. Jefferson](#) [notes page](#)

**January 22**

TCI Review Game

Test

Check Grades- Turn in any missing work. The quarter ends on Friday, so this is your last chance!

Share Processing Activity

**January 17 -****TCI:11**

Finish Processing - Finish song

[Study Guide](#) - Cornell Notes

Textbook: Teachtci.com

Teacher Username: Mrs\_Green

**January 15 -**

TCI: 11

Experiential Exercise to slide 34

Intro Processing (slide 34) - Create a patriotic campaign song

**January 11**

[TCI: 11](#)

**Intro Essential/Focus Question: How did the Federalist and Republican visions for the United States differ?**

Preview and Vocabulary up to slide 19 (Introduction-Section 4). It is IMPORTANT that you complete section 3 and 4 for class on Tuesday!

**January 9**

[Begin Launching the New Republic \(Setting the Stage Unit 4\)](#)

KWL

Map

**December 18**

[How a Bill becomes a Law Quiz?](#) - Interpreting an infographic

Vote on Bills  
TCI: 10 Preview/Review Bill of Rights

**Period 1:**  
**Makerspace**  
**Present goal 7**  
**quiz**

TCI: 10 Preview/Review Bill of Rights

**December 10**  
**Presentations**

[How a Bill Becomes a Law](#) - hyperdoc extend

Research/Draft C-E-R

HW: TYPE Draft

**Period 1:**

Presentations

Type Bills

Begin slide show and plan for model

**December 12 - TCI Training**

Finalize Bill

Due @ end of period \* **Will need to print bills for simulation**

**Period 1**

**Presentations**

Congress Simulation

-Make revisions to Bills

-Complete Self-Assessment & turn-in for final grade

Work on slide show and plan for creating a model - maker space next class to create prototype

**December 14**

**Warm-up Sign in to TCI**

[Congress Simulation](#)

[-Record Sheet](#)

Browse TCI

**Period 1**

**Warm-up Sign in to TCI**

Makerspace

**November 28 - Nat Geo Wrap Up- afternoon sub**

**8.2.6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.**

[Warm up and discussion](#)

BOR [Quizlet](#)  
[Which Amendment is being violated?](#)  
[Guided notes](#) (page 2) on [amendments 11-27](#)  
**Project**

**November 26**

**Project**

**Warm-up:** [Quizlet](#) Flashcards and Learn match or gravity if time  
[Federalist and Antifed Hyper Doc](#) review and extend [chart](#)

**November 15**

[7.3.1-3 Discussion](#) [Guided notes for BOR](#)

[Quizlet Review](#)

[Test](#) - Open notes/book

Work on Project

**November 13**

**Warm-up:** [7.2.3](#)

[Why was slavery allowed to exist in the Constitution if All Men Were Created Equal.](#)

**November 8**

**November 8**

2.2 [How to divide power?](#) Fill in this [graphic organizer](#) as you review the slides

7.3.1-3 notes - here is the [template](#) for those who need guidance

Work on project

HW: finish notes

**November 6**

**Warm-up:** [Quarter 1 reflection](#)

[Vocab Review](#)

[Discussion](#)

[4 Compromise 6 Hats Activity](#) [Graphic Organizer](#)

**Warm-up: Grade yourself on your CER** [rubric](#)

[Vocab review warm up](#)

Make a T-Chart. What do you know about state and national governments today? What do you think are the most important responsibilities of state and national governments? What conflicts could arise from states having different constitutions? (TE pg. 215)

[7.1-3 Discussion](#)

Discussion Quiz \*-In Google Classroom

**October 26**

The year is 1787, and your young country needs to reform its government. How everyone is wondering what the new government will be like. You have been called to a convention to decide how the new government should be organized.

- How do you form a government? Consider the services a government provides and the services they think it should provide.

- What do you think? What will be your main goal in creating a new government? How will you get the people at the convention to agree on important issues?

## Introduce **Ch. 7 From Confederation to Constitution**

Introduce EQ:

*EQ: How did ideas about the role of state and national government evolve?*

Are All Governments Created Equal [Slide Deck](#) [descriptions](#)

Ch. 7.1-3 [guided notes](#) pg. 248-255

### October 24

**Warm-up:** [Break Up Letter](#)

[Declaration Reading Like a Historian](#) [slides](#)

Peer Feedback groups with CER and [rubric](#)

HW: CER corrections

### October 22

**Common Sense Pamphlet Due**

**CER Assessment(post in Google Classroom with a copy for all)-** Why did the colonists decide to break up with Britain?

### October 18

**Warm- Up:** Read pages 210-211 and complete pg. 84 in your workbook.

[Slides](#)

[Rank the events](#)

Review CER Components and [rubric](#) - have students grade [three samples](#) and discuss

**HW: Finish pamphlet. It is due at the beginning of class on Monday!**

### October 16

Work on Pamphlet and Choice Project

Pamphlet due no later than the 22nd

### October 12

[Common Sense Brain Teasers](#) - warm up

**Project Sign up**

[Common Sense Analysis Slides](#)

Handouts

[Create a Common Sense Pamphlet for America Today!](#) [Directions/Planning Sheet](#)

Due

### October 10th

[Boston Massacre](#) (Reading Like a Historian) Lesson Plan

Nearpod

[Student Handouts](#)

[Tea Act and Boston Tea Party](#)

**HW: Finish Political Cartoon**

### October 8th

Finish Timeline

[Nearpod](#) - Limits on Freedom (pg. 68 [chart](#) with Nearpod HW pg. 67 in workbook. Pages can be downloaded from online resources).

Work on project

#### **October 4th**

Work on Timeline

Work on project

#### **October 2nd**

Work on Project

Intro Essential Question "Why did the colonists decide to break from Britain?" Pg. TE169

Begin [Timeline Activity](#)

#### **September 28th**

Work on Project

[Conflict in the West 4 Scenarios](#)

[Which side would you Choose?](#)

[CER](#) to see how they do on it. This will count as a formative assessment but will also show me how well they already know the CER format. Then I will know what part of CER I need to teach and who to pull for advisory.

#### **September 26th**

Begin Projects

4.5.1 and 4.5.3 Discussion - [French and Indian War](#)

[Cause and Effect of the War](#) student handout

#### **September 24th**

Guided Discussion in Text for 4.4.2 and 4.4.3

Analyze Visuals

[Discussion](#) and Compare Contrast

[4.5.1 and 4.5.3 Notes](#) - Finish for HW **Access textbook here: <http://nglsync.cengage.com>**

#### **September 20th**

Simulation - [Coffee House Notes](#)

[Cornell Notes Template](#) Use this template to guide you in your notetaking assignments. Keep it all year as a reference!

[4.4.2 and 4.4.3 Cornell Notes](#)- main ideas, vocab, 1 bullet pt. Per paragraph answer 3 questions pg. 148 **FINISH for HW** **Access textbook here: <http://nglsync.cengage.com>**

#### **September 18th**

Complete [Rubric](#) (student) - 20 more min to improve rubric score

Group to compare research & discuss

[Simulation Preparation](#) in Groups

HW: Bring Treats

#### **September 14th**

Use the [Quote Activity](#) to assign figures for research 1 quote per team to create a poster

Intro.Enlightenment Activity

[Research Enlightened Figure](#)

Download [EasyBib Extension](#) - Complete citation

Submit Research on google classroom or handout

Exit Ticket

**September 12**

Warm-up: [Comparing Regions Review](#)

Discussion

[Colonial Biographies](#)

[Assessment Page](#)

**September 10**

Warm-up: Work on Poster

[Colonial Region Input Day](#) with [guided notes](#) Finish for HW

**September 6th**

Where have we been?

Digital Footprint / Digital Citizenship lesson

Introduce Semester Project

1. [Documenting My America](#)

2. [The Generations Project](#)

3. [The Story of a Decade](#)

Work on Motto Poster

**September 4th**

Centers

[Syllabus](#)    [Scavenger Hunt](#)

[Goal Setting and Mindset Posters](#)

[Investigate the Teacher](#)

Debrief

Begin Class Motto development and poster

HW: Finish Center Work, get syllabus/brochure signed

**August 31**

[Google Form](#) for Parents and Students

Team Building Challenges and Class Culture Activities

    Toothpaste Challenge

    Magic Triangle Challenge

    6 Hats about School