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| **Daily Agenda** | **Mon 8/12/13** | **Tues 8/13/13** | | **Wed 8/14/13** | **Thurs 8/15/13** | **Fri 8/16/14** |
| **Unit Vocabulary:**  Pueblo Indians, Mound Builders, Creeks, Choctaw, Cherokee, Iroquois, Christian World View, Native American World View, Difference in War, European Motives for Exploration, Spain, Christopher Columbus, Treaty of Tordesillas, Conquistadors, Hernando Cortes, Aztec Empire, Montezuma, Francisco Pizarro, Inca Empire, Columbian Exchange, Encomienda System, Hacienda System, Mission System, Mestizos, “Black Legend,” St. Augustine, Pueblo Revolt, Jacques Cartier, Samuel de Champlain, Coureurs de Bois, Antoine Cadillac, Robert de La Salle, Sir Walter Raleigh, Roanoke, Chesapeake Colonies, Jamestown, “Starving Time,” John Smith, Powhatans, Pocahantas, John Rolfe, House of Burgesses, Maryland, Sir George Calvert, Act of Toleration, Tobacco, Plantation Economy, “Headright” System, Indentured Servants, Bacon’s Rebellion, Restoration Colonies, James Oglethorpe, Colonial Slavery, “Middle Passage,” Slave Codes, Gullah, Stono Rebellion, Southern Society, Protestant Reformation, Calvinism, Predestination, “Visible Saints,” Church of England, Puritans, Pilgrims, *Mayflower*, Plymouth Bay, Mayflower Compact | | | | | | |
| **Learning Target** | **I can:** compare & contrast the impact of Spanish, French, & English approaches to colonization on the indigenous populations of the Americans. | | **I can:** compare & contrast the impact of Spanish, French, & English approaches to colonization on the indigenous populations of the Americans. | **I can:**  trace the history of England's early colonial settlements. | **I can:** describe the distinct societies that emerged in Britain’s American colonies. | **I can:** describe the distinct societies that emerged in Britain’s American colonies. |
| **Quality Core** | Identify the reasons for colonization, evaluate its impacts, and analyze the success and failures of settlements in North America. | | | | | |
| **Instructional Practices** | Notes; discussion | | Notes; discussion | EARLY RELEASE  Discussion; map skills | Discussion; double entry journal | Notes; discussion |
| **Bell Ringer**  **Activities/ Assignments** | Which European explorers are most famous for their conquests in the Americas?  Flashback Questions:  During which decade(s) did each of the following events occur?   1. Revolutionary War 2. Civil War 3. World War I 4. World War II 5. Vietnam War   Set up Binder  Begin New World Beginnings Notes | | What did the Native American populations in North America have in common prior to 1492?  Flashback Questions:  Who was president during each of the following events?   1. Civil War 2. Spanish American War 3. World War I 4. World War II 5. Vietnam War   Continue New World Beginnings Notes | What is the purpose of trading a good or resource? What are the benefits?  Assignment:  Complete the 13 colonies map and questions.  America the Story of Us discussion questions | How were the New England colonies different from those to their south?  Notes: The Chesapeake Colonies | Why was education & literacy so important in the New England colonies?  Notes: The Southern Colonies |
| **Exit** | What factors drew the Europeans to the exploration, conquest, & settlement of the New World? | | How did the Spanish, French, & English differ in their treatment of the native populations they encountered in the New World? | What observations do you notice about the 13 colonies based on their geography? What conclusions can we make off of these observations? | Why did the New England colonies deal so harshly with dissenters? What made their message so dangerous? | How do the Southern colonies compare to the New England colonies? How might their differences create problems in the future? |
| **Intended Homework** | Complete Unit 1 Terms due Friday | | Complete Unit 1 Terms; periods 2 and 4 complete Map of Colonies due Friday. | Complete Unit 1 Terms due Friday | Complete Unit 1 Terms due Friday | NA |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Unit Exam 8/23 | F: Exit Slip  S: Unit Exam 8/23 | | F: Exit Slip  S: Unit Exam 8/23 | F: Exit Slip  S: Unit Exam 8/23 | F: Exit Slip  S: Unit Exam 8/23 |