

Lesson Plans September 8 - September 11

Desired Results--What do we want students to know and do?

Essential Standard(s) **Era. 4.1.8.1** Analyze multiple factors that affected territorial expansion and influenced the perspectives of people (e.g., Louisiana Purchase, War of 1812, Manifest Destiny, Sectionalism/MO Compromise)

Learning Targets/Objectives

- **Target 1** : I can identify on a map the land areas involved in territorial expansion.
- **Target 2** : I can identify people or groups of people involved in territorial expansion.
- **Target 3**: I can analyze the motives behind territorial expansion.
- **Target 4** : I can analyze how territorial expansion influences the cultures and perspectives of people and groups of people involved in territorial expansion.

Evidence-How will we know they learned?

Assessment(s) of Learning Targets-Formative and Summative

Formative assessments on Thursday/Friday

Learning Plan--Plan for instruction, intervention, and extension.

Monday - ODD	Tuesday - ODD	Wednesday - EVEN	Thursday - ODD	Friday - EVEN
<p>Labor Day No School</p>	<p>Mini-Lesson - Students will complete a pre-reading guide that introduces the term “Manifest Destiny.”</p> <p>Work Time - Teacher will guide students through a reading of John O’Sullivan’s “The Great Nation of Futurity” to better understand the idea.</p> <p>Work Time - Students will work independently to label US territories using an interactive online map.</p>	<p>Mini-Lesson - Students will complete a pre-reading guide that introduces the term “Manifest Destiny.”</p> <p>Work Time - Teacher will guide students through a reading of John O’Sullivan’s “The Great Nation of Futurity” to better understand the idea.</p> <p>Work Time - Students will work independently to label US territories using an interactive online map.</p>	<p>Mini-Lesson - Teacher will guide students through a reading to identify individuals and groups of individuals involved in westward expansion.</p> <p>Work Time - Students will work with a partner to read to identify individuals and groups of individuals involved in westward expansion.</p> <p>Debrief - individuals and groups of individuals involved in westward expansion.</p>	<p>Mini-Lesson - Teacher will guide students through a reading to identify individuals and groups of individuals involved in westward expansion.</p> <p>Work Time - Students will work with a partner to read to identify individuals and groups of individuals involved in westward expansion.</p> <p>Debrief - individuals and groups of individuals involved in westward expansion.</p>

			<p>Assessments - Formative Assessments Target 1 and 2</p> <p>**Formative Assessments are meant to gauge student understanding as we move through lessons, they are not graded.</p>	<p>Assessments - Formative Assessments Target 1 and 2</p> <p>**Formative Assessments are meant to gauge student understanding as we move through lessons, they are not graded.</p>
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