

**TEACHERS: Angel Alberto Arce, Rebecca Duda, Katrina Hallman, Heather Harris, Kathy Koonce-Shepard 8<sup>th</sup> Grade Social Studies (Continental time travel) WEEK OF 7-10-13**

DATE	Day 1	Day 2
NCCS LESSON	<b>1.b, 1.d, 1.e, 2.a, 2.b, 2.d, 3.c, 4.h, 5.e, 5.f</b> Students will be able to compare and contrast the colonization of the eastern and western United States.	<b>1.b, 1.d, 1.e, 2.a, 2.b, 2.d, 3.c, 4.h, 5.e, 5.f</b> Students will be able to compare and contrast the colonization of eastern and western United States by making a timeline.
OBJECTIVE	Students will be stressed that these happened at the same time.	
UNIT ESSENTIAL QUESTIONS	<i>How was the colonization of the eastern and western United States similar and different?</i>	<i>How was the colonization of the eastern and western United States similar and different?</i>
MATERIALS	*Primary sources  ( <a href="http://www.besthistoryofcalifornia.net">www.besthistoryofcalifornia.net</a> , <a href="http://www.calisphere.universityofcalifornia.edu">www.calisphere.universityofcalifornia.edu</a> , <a href="http://www.loc.gov">www.loc.gov</a> , <a href="http://www.archives.gov">www.archives.gov</a> )  *Art materials  *Internet search from given sites  *video clips  *white boards  *Alta California map	*Primary sources  <a href="http://www.besthistoryofcalifornia.net">www.besthistoryofcalifornia.net</a> , <a href="http://www.calisphere.universityofcalifornia.edu">www.calisphere.universityofcalifornia.edu</a> , <a href="http://www.loc.gov">www.loc.gov</a> , <a href="http://www.archives.gov">www.archives.gov</a> )  *Art materials  *Internet search from given sites  *video clips  *white boards  *Alta California map
ANTICIPATORY SET	Teacher will ask the students to share any prior knowledge they have on the eastern colonization. Teacher will review recently completed eastern colonial timeline. Then they will share what they know of the colonization of the western United States. They will do this by writing a vocabulary word that occurs to them on google docs.	Teacher will instruct students to get into groups with the information. Each group will be given a decade in time.

ACTIVITIES Students will be shown video clips on the Missions California. Teacher will group students into heterogeneous groups. Each group will be given the same time period research. (1767-1848) They will research the cast of characters (missionaries, Spanish military and civil native tribes, other national interest.) and major events that make California history.

They will fill in a time line matching the 13 colony time line prior. They will fill in any major events, pictures and individual accomplishments. Each group will share their part of the timeline with the rest of the class.

Closure Students will be instructed to use the information that was obtained to make a time line and compare it to the timeline made prior of the 13 colonies.

INDEPENDENT PRACTICE Complete a graphic organizer with three facts that were discovered about the Spanish missionaries, soldiers and Indians.

Using teacher cultivated primary documents students will participate in a gallery walk where they must decide if the artifacts belong in the eastern or western colonies.

Students will complete a one day journal entry assuming the role of one of the cast of characters in a California mission.