|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of  | Monday1/6 | Tuesday1/7 | Wednesday1/8 | Thursday1/9 | Friday1/10 |
|  Lesson | 1. Quizzes vocabulary review
2. Glue the GLCE page onto page 27 in INB
3. Glue in the comparison chart on pages 28-31.
4. Identify the Geography and climate of each of the regions.
 | 1. Continue to research each region and identify the race and class of people mostly in each region.
2. Identify the Agriculture, industry, labor force, and transportation for the northeast region.
 | 1. Identify the Agriculture, industry, labor force, and transportation for the southern region.
 | 1. Identify the Agriculture, industry, labor force, and transportation for the Western frontier region.
2. Identify the immigrants that ween to each region and why they went.
 | 1. Complete a claim, evidence, reason paper

(type 3) |
| Content Objective | Students will be able to demonstrate knowledge of the Social and economic systems of the Northeast, Southern and Western Frontier with respect to Geography and climate by Completing a comparison chart. | Students will be able to demonstrate knowledge of the Social and economic systems of the Northeast, Southern and Western Frontier with respect to Agriculture, industry, labor force, and transportation by Completing a comparison chart. | Students will be able to demonstrate knowledge of the Social and economic systems of the Northeast, Southern and Western Frontier with respect to Agriculture, industry, labor force, and transportation by Completing a comparison chart. | Students will be able to demonstrate knowledge of the Social and economic systems of the Northeast, Southern and Western Frontier with respect to Agriculture, industry, labor force, and transportation by Completing a comparison chart. | Students will be able to demonstrate evaluation of the Social and economic systems of the Northeast, Southern and Western Frontier by deciding which region they would live in and using evidence to explain why on a claim, evidence, reason paper. |
| Language Objective | Students will be able to orally say each of the vocabulary words and begin to understand the meanings. | Students will be able to orally explain subsistent farming and its place in early America using complete sentences. | Students will orally explain industry of the Northeast using a sentence stem:The main industry of the Northeast is… | Students will orally explain agriculture of the South using a sentence stem:The main agricultural crop of the South is… | Students will orally explain the West using a sentence stem:The West was founded by … |
| Vocabulary | UrbanizationSubsistent farmingCanalTurnpikeCotton ginReaperTelegraphNativistFamineTextile |  |  |  |  |
| Assessment  | Chart | Chart | Chart | Chart | Type 3 – claim, evidence, reasoning. |
| GLCE | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of: agriculture, including changes in productivity, technology, supply and demand, and price. industry, including the entrepreneurial development of new industries, such as textiles. the labor force, including labor incentives and changes in labor forces. transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices. immigration and the growth of nativism. race relations. class relations  | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations |