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| Week of | Monday  2/11 | Tuesday  2/12 | Wednesday  2/13 | Thursday  2/14 | Friday  2/15 |
| Lesson | 1. Research and create a presentation for 3 supreme court cases (case name, facts, decision, importance) | 1. Vocabulary review  2. Finish creating presentation for Supreme Court Cases. | 1. Mr. Betts Monroe Doctrine  2. Identify the Adams-Onis Treaty and Simon Bolivar.  3. Explain how Canada got the right to self-government while remaining a colony of Britain.  4. Read about the Monroe Doctrine and Tweet a message to the world about it. | 1. Explain the importance of the Election of 1824  2. Summarize Jackson’s presidency including his work for the Common Man and the Spoils System.  3. Begin a list of things Jackson did that were in agreement with the U.S. principles and things that were not. | 1. Begin the Indian Removal Activity.  2. Students will be assigned a group then they will read the group papers.  3. Each person will read their assigned primary source and complete a 5W’s graphic organizer. |
| Content Objective | Students will be able to demonstrate evaluation of the development of the Supreme Court through interpreting the powers of the national government through specific court cases by reflecting on specific cases, its facts and the importance of the results and displaying the results. | Students will be able to demonstrate evaluation of the development of the Supreme Court through interpreting the powers of the national government through specific court cases by reflecting on specific cases, its facts and the importance of the results and displaying the results. | Students will be able to demonstrate comprehension of the changes in America’s relationships with other nations by summarizing text in the format of a tweet about the Monroe Doctrine. | Students will be able to demonstrate comprehension of the expansion, conquest, and settlement of the West the removal of American Indians (Trail of Tears) from their native lands by summarizing text that explains Jackson’s presidency, the decisions he mad and the impact they had on the United States.. | Students will be able to demonstrate comprehension of the expansion, conquest, and settlement of the West the removal of American Indians (Trail of Tears) from their native lands by compiling information about the Indian Removal act and creating a poster to display the information and to the groups feeling about the Act. |
| Language Objective | Students will be able to orally identify the development of the Supreme Court through interpreting the powers of the national government through specific court cases using complete sentences. | Students will be able to orally identify the development of the Supreme Court through interpreting the powers of the national government through specific court cases using complete sentences. | Students will be able to orally describe the changes in America’s relationships with other nations using sentence stems:  1. Monroe issued the Monroe Doctrine because …  2. The Monroe Doctrine states.… | Students will be able to orally describe the expansion, conquest, and settlement of the West the removal of American Indians (Trail of Tears) from their native lands using sentence stems:  1. Jackson’s action that were in line with the principles of the U.S. were …  2. Jackson’s action that were not in line with the principles of the U.S. were.… | Students will be able to orally describe the expansion, conquest, and settlement of the West the removal of American Indians (Trail of Tears) from their native lands using Key Vocabulary words:  Voluntary  Quoted  Removal  Choctaws |
| Vocabulary | 1. Capitalism  2. interstate commerce  3. dumping  4. contract  5. charter  6. Monroe doctrine  7. cede  8. self-government  9. caucus  10. suffrage  11. spoils system |  |  |  | Vocabulary quiz |
| Assessment | Research | Project completion | Tweet | Summarize | Read |
| GLCE | 8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). | 8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. |