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| 8th gradeSocial Studies | Monday2-13 | Tuesday2-14 | Wednesday2-15 | Thursday2-16 | Friday2-17 |
| Content OBJECTIVE: | Students will be able to demonstrate understanding of the competing views of Calhoun, Webster and Clay by comparing their views based on where they are from and what part of the country they are speaking for in Congress by creating a foldable that outlines what political party they are affiliated with, what part of the country they represent and what their platform is. | Students will be able to demonstrate analysis of the changes in America’s relationships with other nations by analyzing the ongoing intents and purposes of treaties such as those with the Monroe Doctrine by reading section 10.2 and completing a graphic organizer. | Students will be able to demonstrate understanding of the origins and intentions of early American Political parties and how they emerged, who participated and what influenced their ideologies by reading a leveled article on the Jacksonian Era and completing a graphic organizer. | Students will be able to demonstrate synthesis of the expansion, conquest and settlement of the west through the removal of American Indians (Trail of Tears) from their native lands by reading a primary sources and creating a poster. | Students will be able to demonstrate synthesis of the expansion, conquest and settlement of the west through the removal of American Indians (Trail of Tears) from their native lands by reading a primary sources and creating a poster. |
| Language OBJECTIVE | Students will be able to orally identify one view of each of the following: Calhoun, Webster and Clay. | Students will orally be able to explain what the Monroe Doctrine was. | Students will orally be able to explain one important thing from the Jacksonian Era. | Students will be able to orally explain how the Indian removal act and the trail of tears affected Native Americans. | Students will write to explain how the Indian removal act and the trail of tears affected Native Americans. |
| VOCABULARY: | Henry ClayJohn C. CalhounDaniel WebsterCedeContractInterstate CommerceSpoils SystemCapitalism | Match the definitions to the words | Write a sentence for each word |  | Vocabulary quiz |
| GLCE: | 8 – U5.1.3 Describe the **competing views of Calhoun, Webster, and Clay** on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).. | 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 – U4.1.3 Challenge of Political Conflict **– Explain how political parties emerged** out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) • foreign relations (e.g., French Revolution, relations with Great Britain)• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) | 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 |
| Activity | Foldable | Graphic organizer | Graphic organizer | Primary sources | poster |