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| Week of | Monday  2/3 | Tuesday  2/4 | Wednesday  2/5 | Thursday  2/6 | Friday  2/7  Half day |
| Lesson | 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. | 1. Read Chapter 10.5 2. Answer questions | 1. Complete the study guide independently | 1. Go over the study guide and play a review game. | Pep Rally |
| Content Objective | 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. | Students will be able to demonstrate comprehension of the competing views of Clay, Calhoun, and Webster by reading text and answering questions. | Students will be able to demonstrate comprehension of the competing views of Clay, Calhoun, and Webster, the issues of States’ Rights, the Removal of Natives (trail of tears), Political party development and the expansion of the West. by completing a study guide. | Students will be able to demonstrate comprehension of the competing views of Clay, Calhoun, and Webster, the issues of States’ Rights, the Removal of Natives (trail of tears), Political party development and the expansion of the West. by completing a study guide. | Pep Rally |
| Language Objective | 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 | Students will be able write to about the competing views of Clay, Calhoun, and Webster Using complete sentences and key vocabulary words.  Nullification  States’ rights  Compromise |  |  | Pep Rally |
| Vocabulary |  |  |  |  | Pep Rally |
| Assessment | Digital poster | Questions | Study guide | Review game | Pep Rally |
| GLCE | 8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states. | 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 – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.  the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral  homelands, the Mexican-American War, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny.  Examples may include but are not limited to: The Indian Removal Act of 1830  (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of  Fort Wayne (1809).  8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence  about the positive and negative consequences of territorial and economic expansion  on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and  the relations between free and slave-holding states.  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 – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.  the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral  homelands, the Mexican-American War, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny.  Examples may include but are not limited to: The Indian Removal Act of 1830  (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of  Fort Wayne (1809).  8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence  about the positive and negative consequences of territorial and economic expansion  on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and  the relations between free and slave-holding states.  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 – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.  the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral  homelands, the Mexican-American War, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny.  Examples may include but are not limited to: The Indian Removal Act of 1830  (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of  Fort Wayne (1809).  8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence  about the positive and negative consequences of territorial and economic expansion  on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and  the relations between free and slave-holding states.  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). |