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| Week of | Monday  3/11 | Tuesday  3/12 | Wednesday  3/13  SI Mtg. | Thursday  3/14 | Friday  3/15  S.S. dept. mtg. |
| Lesson | Review vocabulary words 11-15  Child Labor Force DBQ | Review Vocabulary words 16-20  Missouri Compromise (Mr. Betts and Hip Huges)  Life in the North and South for African Americans | Chapter 11 review guide  Vocabulary test on words 11-20. | Chapter 11 test | Write all chapter 12 vocabulary words in the notebooks.  Read 12.1 aloud and complete the notetaking worksheet. |
| Content Objective | Students will be able to demonstrate Comparison of labor forces and the changes that happened, focusing on Child Labor by summarizing text in a DBQ and defending a position on an essay with at least 2 supports for the position. | Students will be able to demonstrate comprehension of the Missouri Compromise and the lives of free and enslaved African Americans by summarizing information from songs and text in the notebooks with 100% accuracy. | Students will be able to demonstrate knowledge of the northeast, south, and western frontier, the Missouri Compromise, and life for African Americans by completing a study guide. | Students will be able to demonstrate Knowledge of the northeast, south, and western frontier, the Missouri Compromise, and life for African Americans by completing a study guide. | Students will be able to demonstrate Knowledge of antebellum American reform movements by summarizing text on a note taking worksheet with 100% accuracy. |
| Language Objective | Students will be able to write to describe labor forces and the changes that happened, focusing on Child Labor complete sentences. | Students will be able to Listen to describe the Missouri Compromise and the lives of free and enslaved African Americans complete sentences. | Students will be able to orally describe the northeast, south, and western frontier, the Missouri Compromise, and life for African Americans using sentence stems:  The Missouri Compromise is…  It is important because...  One similarity that the North and South have is…  One difference is… | Students will be able to write to describe the northeast, south, and western frontier, the Missouri Compromise, and life for African Americans on a test. | Students will be able to orally define antebellum American reform movements using key vocabulary:  Antebellum  Reform  2nd Great Awakening |
| Vocabulary | Industrial Revolution  Factory System  Mass Production  Interchangeable parts  Urbanization  Telegraph  Famine  Nativist  Discrimination  Cotton Gin  Slave Codes  Spiritual  Turnpike  Canal |  |  |  |  |
| Assessment | DBQ essay scoring 80% or better. | Formative – students will share what they learn. | Formative – walk around while students complete the study guide. | Score 80% or better on the test. | Note taking worksheet with 100% accuracy |
| GLCE | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations | 8 – U5.1.4 Draw conclusions about why the following increased  sectional tensions:  • the Missouri Compromise (1820)  • the Wilmot Proviso (1846)  • the Compromise of 1850 including the Fugitive Slave Act  • the Kansas-Nebraska Act (1854) and subsequent conflict in  Kansas  • the Dred Scott v. Sandford decision (1857)  8 – U5.1.1 Compare the differences in the lives of free black  people (including those who escaped from slavery) with the lives of  free white people and enslaved persons | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations  8 – U5.1.4 Draw conclusions about why the following increased  sectional tensions:  • the Missouri Compromise (1820)  • the Wilmot Proviso (1846)  • the Compromise of 1850 including the Fugitive Slave Act  • the Kansas-Nebraska Act (1854) and subsequent conflict in  Kansas  • the Dred Scott v. Sandford decision (1857)  8 – U5.1.1 Compare the differences in the lives of free black  people (including those who escaped from slavery) with the lives of  free white people and enslaved persons | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations  8 – U5.1.4 Draw conclusions about why the following increased  sectional tensions:  • the Missouri Compromise (1820)  • the Wilmot Proviso (1846)  • the Compromise of 1850 including the Fugitive Slave Act  • the Kansas-Nebraska Act (1854) and subsequent conflict in  Kansas  • the Dred Scott v. Sandford decision (1857)  8 – U5.1.1 Compare the differences in the lives of free black  people (including those who escaped from slavery) with the lives of  free white people and enslaved persons | U4.3 Reform Movements Analyze the growth of antebellum American reform movements. |