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| Week of  | Monday3/18 | Tuesday3/19 | Wednesday3/20½ day | Thursday3/21 | Friday3/22 |
|  Lesson | 1. Research reform movement2. begin magazine cover | 1. Continue reform movement project.Due 3/20 | Projects due today | Read Chapter 8 in the Michigan Open book. Read Text book 422-424.Make a chart in notebooks (arguments for slavery/against slavery) | Complete the Underground railroad activity. |
| Content Objective | Students will be able to demonstrate Evaluation of the growth of antebellum American reform movements by evaluating a specific reform movement and the person/people responsible for that movement and demonstrating 100% accuracy of on a poster. | Students will be able to demonstrate Evaluation of the growth of antebellum American reform movements by evaluating a specific reform movement and the person/people responsible for that movement and demonstrating 100% accuracy of on a poster. | Students will be able to demonstrate Evaluation of the growth of antebellum American reform movements by evaluating a specific reform movement and the person/people responsible for that movement and demonstrating 100% accuracy of on a poster. | Students will be able to demonstrate Knowledge of the formation and development of the abolitionist movement by completing a chart noting the arguments for and against slavery with 100% accuracy. | Students will be able to demonstrate Knowledge of the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.by identifying what the underground railroad was and its success on an internet activity with 100% accuracy. |
| Language Objective | Students will be able to orally describe the growth of antebellum American reform movements using sentence stems:Reform means…One form of reform form the 1800’s was… | Students will be able to Write to describe the growth of antebellum American reform movement’s complete sentences. | Students will be able to Write to describe the growth of antebellum American reform movements complete sentences  | Students will be able to write to describe of the formation and development of the abolitionist movement using key vocabulary words:AbolitionistSlaveryresistance | Students will be able to orally define the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement using complete sentences. |
| Vocabulary | Social ReformPredestinationRevivalTemperance MovementProhibitionPublic SchoolsAbolitionistSlaveryWomen’s SuffrageWomen’s Rights MovementTranscendentalismCivil DisobedienceIndividualism |  |  |  |  |
| Assessment  | Formative as students research | Formative as students begin projects | Magazine covers scoring 25/30 or better | 100% accuracy on arguments for and against slavery chart | Formative as students write letters to explain life on the underground railroad |
| GLCE | U4.3 Reform Movements Analyze the growth of antebellum American reform movements. | U4.3 Reform Movements Analyze the growth of antebellum American reform movements. | U4.3 Reform Movements Analyze the growth of antebellum American reform movements. | 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. | 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. |