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| Week of | Monday  3/2 | Tuesday  3/3 | Wednesday  3/4 | Thursday  3/5 | Friday  3/6 |
| Lesson | 1. Vocabulary Quizzes 2. Read chapter 12, section 1 and take notes | 1. In partner groups, read the Big Fat Notebook: American History pages 219-227 2. Answer the questions | 1. Quizzes practice 2. Introduce the reform movement projects. 3. Begin research | 1. Quizzes practice 2. Continue Reform movement projects | 1. Vocabulary quiz 2. Present reform movement posters. |
| Content Objective | Students will be able to demonstrate knowledge of the growth of antebellum American reform movements by reading text and summarizing the information in notes. | Students will be able to demonstrate comprehension of the growth of antebellum American reform movements by reading text and answering questions. | Students will be able to demonstrate analysis of the growth of antebellum American reform movements by researching a specific movement and summarizing. | Students will be able to demonstrate analysis of the growth of antebellum American reform movements by researching a specific movement and summarizing. | Students will be able to demonstrate evaluation of the growth of antebellum American reform movements by presenting the researched information and determining areas in need of reform for today’s society. |
| Language Objective | Students will orally define the word antebellum as it relates to American reform movements using a sentence stem:  Antebellum means… | Students will orally read with their a/b partners to gain knowledge of reform movements. | Students will orally list as many reform movements from the 1800’s as they can. | Students will orally determine why their reform movement was the most important of them using a sentence stem:  The reform movement \_\_\_\_\_\_\_ is the most important because…. | Students will orally determine what areas of current society needs reform using a/b partners. |
| Vocabulary | 1. Social reform 2. Predestination 3. Temperance movement 4. Prohibition 5. Free will 6. Abolitionist 7. Women’s rights movement 8. Transcendentalism 9. Individualism 10. Civil disobedience |  | Review words | Review words | Vocabulary quiz |
| Assessment | Note taking | Questions | Poster project | Poster project | Poster project |
| GLCE | **U4.3 Reform Movements**  Analyze the growth of antebellum American reform movements.  8 – U4.3.1 Explain the origins of the American education system.  **Examples may include but are not limited to:** the contributions of Benjamin  Franklin, Benjamin Rush, Noah Webster, and Horace Mann.  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.  **Examples may include but are not limited to:** John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.  8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by  discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.  **Examples may include but are not limited to:** Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton’s Address on  Women’s Rights (September 1848).  8 – U4.3.4 movement. Analyze the goals and effects of the antebellum temperance 8 – U4.3.5 movements. Investigate the role of religion in shaping antebellum reform  **Examples may include but are not limited to:** differences in beliefs by different denominations of Christianity. | **U4.3 Reform Movements**  Analyze the growth of antebellum American reform movements.  8 – U4.3.1 Explain the origins of the American education system.  **Examples may include but are not limited to:** the contributions of Benjamin  Franklin, Benjamin Rush, Noah Webster, and Horace Mann.  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.  **Examples may include but are not limited to:** John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.  8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by  discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.  **Examples may include but are not limited to:** Susan B. 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