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| Week of  | Monday3/25 | Tuesday3/26 | Wednesday3/27 | Thursday3/28 | Friday3/29½ day |
|  Lesson | 1. vocabulary review2. continue working on current social issues reform | 1. Vocabulary review2. Read Chapter 8 in the Michigan Open book. Read Text book 422-424.3. Make a chart in notebooks (arguments for slavery/against slavery) | 1. Vocabulary review2. Complete the Underground railroad activity | 1. Vocabulary Quiz2. Women’s rights(watch Hip Huges and Seneca falls video history.com)3. Complete the Venn Diagram comparing Declaration of Sentiments to The Declaration of Independence | PBIS |
| Content Objective | Students will be able to demonstrate synthesis of issues in current society by planning, and conducting an activity intended to advance view on public policy and contributing to the solution by identifying current social issue, planning a way to help solve the problem and then carrying out that plan. | 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. | Students will be able to 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 on a Venn Diagram with 100% accuracy. |  |
| Language Objective | Students will be able to orally describe an current social issue using sentence stems:The issue I am working on is…I think this is important because… | 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. | Students will orally define the the antebellum women’s rights (and suffrage) movement using key vocabulary:AntebellumWomen’s rights Suffrage |  |
| Vocabulary | Social ReformPredestinationRevivalTemperance MovementProhibitionPublic SchoolsAbolitionistSlaveryWomen’s SuffrageWomen’s Rights MovementTranscendentalismCivil DisobedienceIndividualism |  |  |  |  |
| Assessment  | Formative – as students continue to work on their issues Teacher will move around and listen and question. | 100% accuracy on arguments for and against slavery chart | Formative as students write letters to explain life on the underground railroad |  |  |
| GLCE | P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. • Identify a national public policy issue. • Clearly state the issue as a question of public policy, orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue. P4.2 Citizen Involvement Act constructively to further the public good. | 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. | 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. |  |