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| Week of | Monday  4/15 | Tuesday  4/16 | Wednesday  4/17  Out for S.I. | Thursday  4/18 | Friday  4/19 |
| Lesson | Complete chapter 12 review game together | Complete chapter 12 test | 1.Put chapter 13 vocabulary into the notebooks  2. Read 13.1  3. Answer questions 1a, 1b, a, 2b, 4, 5 | Escape room activity – The Oregon Trail | No School |
| Content Objective | Students will be able to demonstrate Knowledge of slavery, westward expansion, antebellum reforms and the differences between the North, the south and the West by recalling the information during a review game with 100% accuracy. | Students will be able to demonstrate Knowledge of slavery, westward expansion, antebellum reforms and the differences between the North, the south and the West by recalling the information on a test with 85% accuracy or better. | Students will be able to demonstrate comprehension of the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.by answering questions about expansion with 100% accuracy. | Students will be able to demonstrate comprehension of positive and negative consequences of territorial and economic expansion on American Indians by answering questions about the Oregon trail with 100% accuracy. | No School |
| Language Objective | Students will be able to orally explain slavery, westward expansion, antebellum reforms and the differences between the North, the south and the West While answering questions during a review game. | Students will be able write to explain slavery, westward expansion, antebellum reforms and the differences between the North, the south and the West While answering questions on a test. | Students will orally Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny using complete sentences. | Students will be able orally identify positive and negative consequences of territorial and economic expansion on American Indians using key vocabulary.  Oregon trail  Conestoga wagon  supplies | No School |
| Vocabulary | 1. Land Grant 2. Expansion 3. Ranchero 4. Frontier 5. Mountain Men 6. Rendezvous 7. Dictatorship 8. Siege 9. Annex 10. Cede 11. Manifest Destiny 12. Forty-Niner 13. Water Rights 14. Vigilantes |  |  |  | No School |
| Assessment | Review Guide | Test | Comprehension Questions | Escape room activity | No School |
| GLCE | 8 – U4.2.2 The Institution of Slavery – Explain the ideology of  the institution of slavery, its policies, and consequences.  8 – U4.2.3 Westward Expansion – Analyze the expansion,  conquest, and settlement of the West through the Louisiana  Purchase, the removal of indigenous peoples (Trail of Tears)  from their native lands, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny.  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,  the institution of slavery, and the relations between free and  Slaveholding states.  U4.3 Reform Movements  Analyze the growth of antebellum American reform movements.  8 – U4.3.1 Explain the origins of the American Education  system.  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.  8 – U4.3.4 Analyze the goals and effects of the antebellum  temperance movement.  8 – U4.3.5 Investigate the role of religion in shaping antebellum  reform movements. | 8 – U4.2.2 The Institution of Slavery – Explain the ideology of  the institution of slavery, its policies, and consequences.  8 – U4.2.3 Westward Expansion – Analyze the expansion,  conquest, and settlement of the West through the Louisiana  Purchase, the removal of indigenous peoples (Trail of Tears)  from their native lands, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny.  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,  the institution of slavery, and the relations between free and  Slaveholding states.  U4.3 Reform Movements  Analyze the growth of antebellum American reform movements.  8 – U4.3.1 Explain the origins of the American Education  system.  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.  8 – U4.3.4 Analyze the goals and effects of the antebellum  temperance movement.  8 – U4.3.5 Investigate the role of religion in shaping antebellum  reform movements. | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. | 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 American Indians,  the institution of slavery, and the relations between free and slaveholding states. | No School |