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| Week of 4/16 – 4/20 | Monday | Tuesday  | Wednesday   | Thursday  | Friday  |
|  Lesson | 1. Vocabulary words
2. Read 13.4 together and take notes in the notebook about the reasons people went to California (Gold Rush, Immigration, religion, etc.)
 | 1. Vocabulary Matching
2. Complete the Chapter 13 study guide
 | 1. Vocabulary Matching
2. Play a review game for chapter 13
 | 1. Take the chapter 13 test
 | 1. Vocabulary Quiz
2. Unit 4 review Guide
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| Content Objective | Students will be able to explain the consequences of Westward expansion as it relates to the Gold Rush, migration to the West, and immigration by reading text and taking notes. | Students will be able to Explain the expansion, conquest, and settlement of the West and explain evidence about the positive and negative consequences of territorial and economic expansion by completing a study guide. | Students will be able to Explain the expansion, conquest, and settlement of the West and explain evidence about the positive and negative consequences of territorial and economic expansion by playing a review game. | Students will be able to Explain the expansion, conquest, and settlement of the West and explain evidence about the positive and negative consequences of territorial and economic expansion by completing a test. | Students will be able to explain regional and economic growth and reform movements of the early 1800’s by completing a unit review guide. |
| Learning Objective | Students will orally discuss their prediction of effects of the Gold Rush on California and the united states | Students will write to answers questions about Westward expansion. | Students will orally answer questions about the upcoming test during a game for review baseball. | Students will write to answer questions about Westward expansion on attest. | Students will write to answer questions about regional and economic growth in the united states, and of the reform movements of the early 1800’s |
| Learning TargetOutcomes | Identify what the gold rush was, why it happened, and its effects on the people of California and the migration and immigration it caused. | Correctly and completely fill out the study guide Westward expansion and its consequences. | Correctly answer questions about Westward expansion and its consequences. | Correctly answer questions about Westward expansion and its consequences. | Correctly and completely fill out a study guide about the growth of the United states and the reform movements in the early 1800’s. |
| Vocabulary | 1. Dictatorship
2. siege
3. Annex
4. Manifest Destiny
5. Water rights
6. Vigilantes
 | Matching |  |  | quiz |
| GLCE | 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. | 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. | 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. | 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. | 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 • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices • immigration and the growth of nativism • race relations• class relations8 – 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 – 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. 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), 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 (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.  |