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| Week of  4/23 – 4/27 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson | 1. Unit 4 review Game | 1. Unit 4 Posttest | 1. Unit 5 pre test | 1. Vocabulary words 2. Glue the Sectional tension charts in to interactive notebooks. 3. Look up The Missouri Compromise and write an explanation of it. 4. Discuss and write how the Missouri Compromise increased Sectional Tension 5. Continue explaining The Wilmot Proviso, The Compromise of 1850, and the Fugitive Salve act. | 1. Vocabulary quiz 2. Continue completing the chart. |
| Content Objective | Students will be able to explain regional and economic growth and reform movements of the early 1800’s by completing a unit review guide. | Students will be able to explain regional and economic growth and reform movements of the early 1800’s by completing a unit Test. | Students will be able to demonstrate prior knowledge about the sectional tension that led to the Civil war and the Civil war on a pretest. | Students will be able to explain what the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, and the Fugitive slave acts are and how they increased sectional tension on a chart. | Students will explain the Kansas-Nebraska act, conflicts in Kansas, the Dred Scott decision, and John Browns Raid and how they increased sectional tension on a chart. |
| Learning Objective | 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 | 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 | Students will write to show what they already know about sectional tension and the Civil war. | Students will orally explain sectional tension, the Missouri Compromise and Popular Sovereignty. | students will orally give and explanation of what Sectional tension is. |
| Learning Target  Outcomes | I can correctly and completely answer questions orally about the growth of the United states and the reform movements in the early 1800’s. | I can correctly and completely answer questions about the growth of the United states and the reform movements in the early 1800’s. | I can answer questions about sectional tension and the civil war. | I can explain what the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, and the Fugitive slave acts are and how they increased sectional tension. | I can explain what the Kansas-Nebraska act, conflicts in Kansas, the Dred Scott decision, and John Browns Raid are and how they increased sectional tension. |
| Vocabulary |  |  |  | 1. Popular Sovereignty 2. Secede 3. Fugitive 4. Sectional Tension | Vocab quiz |
| GLCE | 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 relations  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 – 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 movement  8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. | 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 relations  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 – 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 movement  8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. | U5.1 The Coming of the Civil War  Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of  Independence.  8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.  8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).  8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).  8 – U5.1.4 Describe how the following increased sectional tensions  • the Missouri Compromise (1820)  • the Wilmot Proviso (1846)  • the Compromise of 1850 including the Fugitive Slave Act  • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas  • the Dred Scott v. Sandford decision (1857)  • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)  8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.  8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. | 8 – U5.1.4 Describe how the following increased sectional tensions  • the Missouri Compromise (1820)  • the Wilmot Proviso (1846)  • the Compromise of 1850 including the Fugitive Slave Act  • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas  • the Dred Scott v. 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