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| Week of | Monday  4/29  Out for S.I. | Tuesday  4/30 | Wednesday  5/1 | Thursday  5/2  H.S. visit 1-3 | Friday  5/3 |
| Lesson | Chapter 13 vocabulary quiz and Chapter 13 test | Unit 4 Review Guide  1-3 complete Unit 5 pretest | Unit 4 Test | Unit 5 pretest  4-6 | 1. Everything you need to know book – chapter 21 increased tension between North and South  2. begin filling in the chart regarding Sectional Tension |
| Content Objective | 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 completing a review game with 100% accuracy. |  |  |  | Students will be able to demonstrate Comprehension of 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)by completing a chart to organize the information with 100% accuracy. |
| Language Objective | Students will be able orally explain the expansion, conquest, and settlement of the West through the idea of Manifest Destiny using complete sentences. |  |  |  | Students will be able orally explain The increasing sectional tension using sentence stems:  The Missouri Compromise is… |
| 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 |  |  |  |  |
| Assessment | Test | Unit Review Guide | Unit post test | Unit pre test | Chart |
| 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 – U4.2.2 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.  U4.3 Reform Movements  Analyze the growth of antebellum American reform movements.  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 – U4.2.2 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.  U4.3 Reform Movements  Analyze the growth of antebellum American reform movements.  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 USHG ERA 5 – Civil War and Reconstruction (1850-1877)  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.  U5.2 Civil War  Evaluate the multiple causes, key events, and complex consequences of the Civil War.  ne Abraham Lincoln’s presidency with respect to  • his military and political  U5.3 Reconstruction  Using evidence, develop an argument regarding the character and consequences of Reconstruction. | 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) |