|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of  4/30 – 5/1 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson | 1. Vocabulary words 2. Glue the Sectional tension charts in to interactive notebooks. 3. Continue explaining the Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s Raid. | 1. Review Vocabulary words 2. Discuss the differences in the lives of Free African Americans, Enslaved African Americans, and Whites. 3. Explain what the Northwest ordinance is and discuss how it affected the issue of slavery | 1. Vocabulary quiz 2. Review Who Clay, Calhoun, and Webster are and what their beliefs are 3. Discuss how they affected the sectional tension 4. Research key enslaved people and the roles they played in abolition. | 1. Research the Lincoln-Douglas debates. 2. What are they, what happened, and how did that impact the coming war? | 1. Chapter 14 study guide |
| Content Objective | Students be able to demonstrate understanding by explaining the Kansas-Nebraska act, conflicts in Kansas, the Dred Scott decision, and John Browns Raid and how they increased sectional tension on a chart. | Students be able to demonstrate understanding of the differences in the lives of free African Americans, Slaves and Whites by explain what life was like for each group.  Students be able to demonstrate understanding of the role the Northwest Ordinance played and its future effects on the issue of slavery. | Students be able to demonstrate analysis of the competing view of Clay, Calhoun, and Webster regarding the nature of the union among the states.  Students be able to demonstrate understanding of the resistance of enslaved people and the effects they had by summarizing the actions of key resisters. | Students be able to demonstrate understanding of the political reason the south decided to secede by examining the Lincoln-Douglas debates and the differing views of each man and the effect it had on sectional tension. | Students be able to demonstrate analysis and evaluation of the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of independence by competing a study Guide. |
| Learning Objective | students will orally give an explanation of Sectional tension, fugitive, secede, and popular sovereignty. | Students will orally discuss discrimination, fugitives and the idea of banning slavery by defining and giving examples of each idea. | Students will orally define sectionalism, nationalism and federalism, noting the suffix –ism and its effect on words. | Students will orally define states’ rights and how it effects sectional tension in pre-civil war America. | Students will orally list events that contributed to the divide of the country. |
| Learning Target  Outcomes | 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. | I can explain the differences in the lives of Free African Americans, enslaved African Americans, and Whites.  I can define the Northwest Ordinance and explain its effects of the issue of slavery. | I can explain what Clay, Calhoun, and Webster’s views were regarding the nature of the Union. I can explain what key abolitions did to end slavery and what the effect was. | I can explain the issues discussed in the debate between Lincoln and Douglas and the effects they had on Sectional Tension. | I can answers questions about the early attempts to abolish or contain slavery. |
| Vocabulary | 1. Popular Sovereignty 2. Secede 3. Fugitive 4. Sectional Tension |  | Vocabulary Quiz |  |  |
| GLCE | 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)  • John Browns Raid. | 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 – U5.1.5 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 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. | 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. |