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| Week of  | Monday4/8 | Tuesday4/9 | Wednesday4/10 | Thursday4/11 | Friday4/12 |
|  Lesson | 1. Review Reforms of the early 1800’s and abolitions2. Watch “Seneca Fall” video3. Read page 427-430 in the text4. Complete the Venn Diagram Comparing the Declaration of Independence to the Declaration of Sentiments | 8-11 will be PSAT4th-6th hourWatch “America – the Story of U.S.” #3 Complete the study guide questions for the video | 1. Read chapter 12.4 together. 2. Discuss the Arts and Literature of the early 1800’s. | 8-12 Mstep testing4th-6th hours watch “America – the Story of U.S.” episode #4Complete the study guide questions for the video | Complete chapter 12 study guide together |
| Content Objective | Students will be able to demonstrate analysis of antebellum women’s rights (andsuffrage) movement by discussing the goals of its leaders andcomparing primary source documents from this era to theDeclaration of Independence.by comparing the Declaration of Independence to the Declaration of Sentiments on a Venn Diagram with at least 5 differences and 3 similarities list | Students will be able to demonstrate Knowledge of the expansion, conquest, and settlement of the West by recalling the information stated in the video by answering questions about the video with 100% accuracy. | Students will be able to demonstrate evaluation of the growth of antebellum American reform movements by evaluating the art and literature of the early 1800’s and its tie to antebellum movements through class and group discussions. | Students will be able to demonstrate Knowledge of the expansion, conquest, and settlement of the West by recalling the information stated in the video by answering questions about the video 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 study guide with 100% accuracy. |
| Language Objective | Students will be able to orally describe an current social issue using sentence stems:The issue I am working on is…I think this is important because… |  |  |  |  |
| Vocabulary | Social ReformPredestinationRevivalTemperance MovementProhibitionPublic SchoolsAbolitionistSlaveryWomen’s SuffrageWomen’s Rights MovementTranscendentalismCivil DisobedienceIndividualism |  |  |  |  |
| Assessment  | Correct differences and similarities on a Venn Diagram | Video Notes | Formative – class and group discussion of the effects of Art and Literature in the Early 1800’s. | Video Notes | Study Guide |
| GLCE | 8 – U4.3.3 Analyze the antebellum women’s rights (andsuffrage) movement by discussing the goals of its leaders andcomparing primary source documents from this era to theDeclaration of Independence. | 8 – U4.2.3 Westward Expansion – Analyze the expansion,conquest, and settlement of the West through the LouisianaPurchase, the removal of indigenous peoples (Trail of Tears)from their native lands, the growth of a system of commercialagriculture, and the idea of Manifest Destiny | U4.3 Reform MovementsAnalyze the growth of antebellum American reform movements. | 8 – U4.2.3 Westward Expansion – Analyze the expansion,conquest, and settlement of the West through the LouisianaPurchase, the removal of indigenous peoples (Trail of Tears)from their native lands, the growth of a system of commercialagriculture, and the idea of Manifest Destiny | 8 – U4.2.2 The Institution of Slavery – Explain the ideology ofthe institution of slavery, its policies, and consequences.8 – U4.2.3 Westward Expansion – Analyze the expansion,conquest, and settlement of the West through the LouisianaPurchase, the removal of indigenous peoples (Trail of Tears)from their native lands, the growth of a system of commercialagriculture, and the idea of Manifest Destiny.8 – U4.2.4 Consequences of Expansion – Develop an argumentbased on evidence about the positive and negative consequencesof territorial and economic expansion on indigenous peoples,the institution of slavery, and the relations between free andSlaveholding states.U4.3 Reform MovementsAnalyze the growth of antebellum American reform movements.8 – U4.3.1 Explain the origins of the American Educationsystem.8 – U4.3.2 Describe the formation and development of theabolitionist movement by considering the roles of key abolitionistleaders and the response of southerners and northerners to theabolitionist movement.8 – U4.3.3 Analyze the antebellum women’s rights (andsuffrage) movement by discussing the goals of its leaders andcomparing primary source documents from this era to theDeclaration of Independence.8 – U4.3.4 Analyze the goals and effects of the antebellumtemperance movement.8 – U4.3.5 Investigate the role of religion in shaping antebellumreform movements. |