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| Week of | Monday  4/8 | Tuesday  4/9 | Wednesday  4/10 | Thursday  4/11 | Friday  4/12 |
| Lesson | 1. Review Reforms of the early 1800’s and abolitions  2. Watch “Seneca Fall” video  3. Read page 427-430 in the text  4. Complete the Venn Diagram Comparing the Declaration of Independence to the Declaration of Sentiments | 8-11 will be PSAT  4th-6th hour  Watch “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 testing  4th-6th hours watch “America – the Story of U.S.” episode #4  Complete 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 (and  suffrage) movement by discussing the goals of its leaders and  comparing primary source documents from this era to the  Declaration 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 Reform  Predestination  Revival  Temperance Movement  Prohibition  Public Schools  Abolitionist  Slavery  Women’s Suffrage  Women’s Rights Movement  Transcendentalism  Civil Disobedience  Individualism |  |  |  |  |
| 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 (and  suffrage) movement by discussing the goals of its leaders and  comparing primary source documents from this era to the  Declaration of Independence. | 8 – U4.2.3 Westward Expansion – Analyze the expansion,  conquest, and settlement of the West through the Louisiana  Purchase, the removal of indigenous peoples (Trail of Tears)  from their native lands, the growth of a system of commercial  agriculture, and the idea of Manifest Destiny | U4.3 Reform Movements  Analyze the growth of antebellum American reform movements. | 8 – U4.2.3 Westward Expansion – Analyze the expansion,  conquest, and settlement of the West through the Louisiana  Purchase, the removal of indigenous peoples (Trail of Tears)  from their native lands, the growth of a system of commercial  agriculture, 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 – Analyze the expansion,  conquest, and settlement of the West through the Louisiana  Purchase, the removal of indigenous peoples (Trail of Tears)  from their native lands, the growth of a system of commercial  agriculture, 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 indigenous peoples,  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.  8 – U4.3.2 Describe the formation and development of the  abolitionist movement by considering the roles of key abolitionist  leaders 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 and  comparing primary source documents from this era to the  Declaration of Independence.  8 – U4.3.4 Analyze the goals and effects of the antebellum  temperance movement.  8 – U4.3.5 Investigate the role of religion in shaping antebellum  reform movements. |