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| Week of | Monday  5/13 | Tuesday  5/14 | Wednesday  5/15 | Thursday  5/16 | Friday  5/17 |
| Lesson | 1. Clay, Calhoun, Webster chart  2. Chart of the resistance of enslaved persons | 1. Discuss the issues debated at the constitutional convention.  Read 236-240 about The election of 1860 and Fort Sumter | 1. Test: Coming of the Civil War | 1. Discuss secession of the South. Why? Who? Differences of when each state went. | 1. Introduce and asking the Battles projects. |
| Content Objective | Students will be able to demonstrate Analysis of the competing views of Calhoun, Webster, and Clay on the nature of the union among the states by completing a comparison chart of the 3 men’s view with 100% accuracy. | Students will be able to demonstrate Comprehension of 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 by completing a chart of identifying and explaining the issues with 100% accuracy. |  | Students will be able to demonstrate comprehension of 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 by explaining when each state seceded and why they seceded with 100% accuracy. | Students will be able to demonstrate comprehension of the reasons why the North won the Civil War by considering the  • critical events and battles in the war  • the political and military leadership of the North and South  • the respective advantages and disadvantages, including geographic, demographic, economic and technological by examining in detail a specific battle and completing a project of the necessary information on the battle with 100% accuracy. |
| Language Objective | Students will be able orally explain The increasing sectional tension using sentence stems:  The issue that led to the biggest increase in tension is… because… | Students will be able orally explain major issues debated at the Constitutional Convention using key vocabulary:   * distribution of political power * rights of individuals (liberty and property), * rights of states * election of the executive |  | Students will be able to orally explain reasons why Southern states seceded using complete sentences. | Students will be able to orally explain reasons why Southern states seceded using complete sentences. |
| Vocabulary |  |  |  |  |  |
| Assessment | Chart | Discussion | Test | Discussion | Project |
| GLCE | 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 – U5.1.6 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 – U5.1.1 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 – U5.2.1 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. | 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the  • critical events and battles in the war  • the political and military leadership of the North and South  • the respective advantages and disadvantages, including geographic, demographic, economic and technological |