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| Week of 5/1 to 5/5 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson | 1. Use notes from chapter 13 essential questions to complete chapter 13 tests. 2. Score and go over all the answers to the test 3. Pass out the Unit 4 study guide –have students begin filling this out independently. | 1. Go over the answers to the Unit 4 study guide. | 1. Play review game for unit 4 | Take the Unit 4 post test | Take the Unit 5 pretest |
| Content Objective | Students will be able to demonstrate knowledge of Manifest Destiny, Trails to the West, Westward expansion, the Mexican-America war, the Mexican Cession, and Texas Annexation by completing a test. | Students will be able to demonstrate knowledge of Chapter 11, 12 and 13 through completion of a study guide. | Students will be able to demonstrate knowledge of Chapter 11, 12 and 13 through completion of a study guide. | Students will be able to demonstrate knowledge of Chapter 11, 12 and 13 through completion of a unit test. | Students will be able to demonstrate prior knowledge of the civil war by completing the Unit 5 Pretest. |
| Language Objective | Students will Write to demonstrate knowledge of Manifest Destiny, Trails to the West, Westward expansion, the Mexican-America war, the Mexican Cession, and Texas Annexation on a test. | Students will write to demonstrate knowledge of chapters 11, 12, and 13 on a unit study guide. | Students will verbally demonstrate knowledge of chapters 11, 12, and 13 by answering questions in a review game. | Students will write to demonstrate knowledge of chapters 11, 12, and 13 on a unit test. | Students will write to demonstrate prior knowledge of the civil war on a unit pretest. |
| Learning Target | **I can correctly answer questions about Manifest Destiny, Trails to the West, Westward expansion, the Mexican-America war, the Mexican Cession, and Texas Annexation.** | **I can correctly answer questions about chapters 11, 12, and 13.** | **I can correctly answer questions about chapters 11, 12, and 13.** | **I can correctly answer questions about chapters 11, 12, and 13.** | **I can answer questions about the Civil War to show any prior knowledge I have about the War.** |
| Vocabulary | None |  |  |  |  |
| Assessment | Chapter 13 test | Unit 4 study guide | Unit 4 review game | Unit 4 post test | Unit 5 pre test |
| 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 – U4.2.4 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. | U4.2 Regional and Economic Growth  Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.  8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices  • immigration and the growth of nativism  • race relations  • class relations  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. | U4.2 Regional and Economic Growth  Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.  8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices  • immigration and the growth of nativism  • race relations  • class relations  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.  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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 – 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.  U5.2 Civil War  Evaluate the multiple causes, key events, and complex consequences of 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  8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to  • his military and political leadership  • the evolution of his emancipation policy (including the Emancipation Proclamation)  • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence  8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.  8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. |