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| Week of | Monday  5/6 | Tuesday  5/7 | Wednesday  5/8 | Thursday  5/9 | Friday  5/10 |
| Lesson | Chapter 13 Vocabulary quiz Unit 5 pretest | 1. Everything you need to know book – chapter 21 increased tension between North and South  2. begin filling in the chart regarding Sectional Tension | 1. Watch Mr. Betts class videos and Hip Huges Videos  2. Complete the chart on Sectional Tension | 1. Complete a type 2 – “Name and explain 3 events that increased sectional tension the most.”  2. Compare the lives of Free African Americans, Slaves, and White people.  3. Review the northwest ordinance (use page 15 of the notebooks) | 1. Complete a frayer model for each of the vocabulary words: Sectionalism, Nationalism, and Federalism.  2. Advisory Lesson: Leadership |
| Content Objective |  | Students will be able to demonstrate Comprehension of 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) by completing a chart to organize the information with 100% accuracy. | Students will be able to demonstrate Comprehension of 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) by completing a chart to organize the information with 100% accuracy. | Students will be able to demonstrate Comprehension of the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples by completing a comparison chart with 100% accuracy. | Students will be able to demonstrate Comprehension of the vocabulary words: Sectionalism, Nationalism, and Federalism by completing a frayer Model for each word with 100% accuracy. |
| Language Objective |  | Students will be able orally explain The increasing sectional tension using sentence stems:  The Missouri Compromise was…  It increased Sectional Tension because… | Students will be able orally explain The increasing sectional tension using sentence stems:  The event that caused the most sectional tension is… | Students will be able orally explain The increasing sectional tension using sentence stems:  One event that increased Sectional Tension is… | Students will be able orally explain The increasing sectional tension using sentence stems:  One difference in the lives of Free African Americans and enslaved African Americans is… One similarity in the lives of Free African Americans and enslaved African Americans is… |
| Vocabulary | 1. Land Grant 2. Expansion 3. Ranchero 4. Frontier 5. Mountain Men 6. Rendezvous 7. Dictatorship 8. Siege 9. Annex 10. Cede 11. Manifest Destiny 12. Forty-Niner 13. Water Rights 14. Vigilantes |  |  |  |  |
| Assessment | Unit pre test | Chart | Chart | Comparison chart | Frayer Model |
| GLCE | U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877)  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.  U5.2 Civil War  Evaluate the multiple causes, key events, and complex consequences of the Civil War.  ne Abraham Lincoln’s presidency with respect to  • his military and political  U5.3 Reconstruction  Using evidence, develop an argument regarding the character and consequences of Reconstruction. | 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 – U5.1.4 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 – U5.1.1 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). |