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| Teacher | Rachel Stafford |
| Class | 8th United States History |

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|  | **Date:****Mon., April 11** | **Date:****Tues., April 12** | **Date:****Wed. April 13** | **Date:****Thurs, April 14** | **Date:****Fri., April 15** |
| **Standard** |  TN Core Standards* 8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)
* 8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)
* 8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)
* 8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)
* 8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)
* 8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)
* 8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)
* 8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)
* 8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:
* 8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)
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| **Objective***I can…..* | The Civil War(Chapter 17)1861-1865*I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | The Civil War(Chapter 17)1861-1865*I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | The Civil War(Chapter 17)1861-1865*I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | The Civil War(Chapter 17)1861-1865*I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | The Civil War(Chapter 17)1861-1865*I can analyze the multiple causes, key events, and complex consequences of the Civil War.* |
| **Connections to Prior Knowledge** | Bell Work: Compare and Contrast attitudes in the Union and the Confederacy about enlisting African American soldiers. | Bell Work: Why was the outcome of the Battle of Bull Run surprising to northerners? | Bell Work: Discuss 17-2 HW | Bell Work: What did school aged children do during the war and how were schools and churches used during the war? | Bell Work: Discuss 17-3 HW |
| **Guiding Questions** | Why does conflict develop? | Why does conflict develop? | Why does conflict develop? | Why does conflict develop? | Why does conflict develop? |

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| **Instructional Strategies***I do…* | Lesson 2: Early Years of the WarWar on Land and at Sea* First Battle of Bull Run
* Control of the West
* A Battle Between Ironclads
* The Battle of Shiloh
* Capturing New Orleans

War in the Eastern States* Confederate Victories
* Lee Invades MD
* The Battle of Antietam
 | The Emancipation Proclamation* The Debate over Ending Slavery
* A Call or Emancipation
 | Lesson 3: Life During the Civil WarA Different Way of Life* Hardships in the South

New Roles for Women * Caring for the Wounded
* Spying

The Captured and Wounded* Prisoners of War
* Field Hospitals
 | Political and Economic Change* Jail Without Trial
* Draft Laws
* War and the Economy
 | Mid-Chapter Quiz  |
| **Differentiated Tasks***We do …* | Robert E LeeMacintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Emancipation Close Read | Why do you think doctors felt that women should not serve a nurses on the battlefield? | What Challenges and threats did prisoners and wounded soldiers face? | Mid-Chapter Quiz |
| **Assessment***They do ….* | How was the North’s Strategy Different from the South? | Place all events discussed so far in a timeline. | Emancipation ProclamationMacintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Habeas CorpusMacintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Mid-Chapter Quiz |
| **Homework** | Homework 17-1: Monday, April 1117-2: Wednesday, April 1317-3: Friday, April 1517-4: Wednesday, April 2017-5: Friday, April 22 | Homework 17-1: Monday, April 1117-2: Wednesday, April 1317-3: Friday, April 1517-4: Wednesday, April 2017-5: Friday, April 22 | Homework 17-1: Monday, April 1117-2: Wednesday, April 1317-3: Friday, April 1517-4: Wednesday, April 2017-5: Friday, April 22 | Homework 17-1: Monday, April 1117-2: Wednesday, April 1317-3: Friday, April 1517-4: Wednesday, April 2017-5: Friday, April 22 | Homework 17-1: Monday, April 1117-2: Wednesday, April 1317-3: Friday, April 1517-4: Wednesday, April 2017-5: Friday, April 22 |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  |
| **Projected Assessments** | Chapter 17 Assessments* Mid- Chapter Quiz: Friday, April 15 (open journal)
* Vocabulary Quiz: Friday, April 22 (no outside resources
* Test: Tuesday, April 26 (cheat Card Allowed)
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| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |