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

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|  | **Date:** **Mon., February**  | **Date:****Tues., February 9** | **Date:****Wed. February 10** | **Date:****Thurs, February 11** | **Date:****Fri., February 12** |
| **Standard** | TN Core Standard8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)  | TN Core Standard8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)  | TN Core Standard8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)  | TN Core Standard8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)  | TN Core Standard8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)  |
| **Objective***I can…..* | The Jackson Era(Chapter 12)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | The Jackson Era(Chapter 12)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | The Jackson Era(Chapter 12)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | The Jackson Era(Chapter 12)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. | The Jackson Era(Chapter 12)I can analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized. |
| **Connections to Prior Knowledge** | No School For StudentsPresidents’ Day | Bell Work:  | Bell Work: Return to Indian Removal Act: Speech  | Bell Work: Article: *Should Jackson be removed from the $20 bill?*  | Bell Work: How did the Panic of 1837 help the Whig party? |
| **Guiding Questions** | * What are the characteristics of a leader?
* What are the consequences when cultures interact?
* How do governments change?
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| **Instructional Strategies***I do…* | No School For StudentsPresidents’ Day | Jackson as President* Expanded Voting Rights
* Making Government More Democratic

The Tariff DebateLesson 2: Conflicts Over LandRemoving Native Americans* The Cherokee v. GA
* The Trail of Tears

Resistance and RemovalThe Seminole WarsLife in the West | Return to Indian Removal Act: Speech  | NotesLesson 3: Jackson & the BankJackson’s War Against the Bank-The Bank and the Election of 1832- The Panic of 1837 | NotesThe Whigs in Power* The Log Cabin Campaign
* John Tyler’s Presidency
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| **Differentiated Tasks***We do …* | No School For StudentsPresidents’ Day | Close-Read Activity : The Indian Removal Act | Mid-Chapter Quiz(open Journal) | Political Cartoon Analysis | Political Parties Activity |
| **Assessment***They do ….* | No School For StudentsPresidents’ Day | Close-Read Activity : The Indian Removal Act | Mid-Chapter Quiz(open journal) | 5-8 SentencesDescribe the events that occurred as a result of the closing of the Second Bank.  | 5-8 SentencesWrite a campaign slogan for Martin Van Buren and for William Henry Harrison that each man could have |
| **Homework** | Homework:12-2: Thursday, February 1812-3: Monday, February 22 | Homework:12-2: Thursday, February 1812-3: Monday, February 22 | Homework:12-1: Thursday, February 1812-3: Monday, February 22 | Homework:12-3: Monday, February 22 | Homework:12-3: Monday, February 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 12Mid-Chapter Quiz (open journal): Wednesday, February 17Vocabulary Quiz (no outside resources): Monday, February 22Chapter Assessment (cheat card allowed): Tuesday, February 23 | Chapter 12Vocabulary Quiz (no outside resources): Monday, February 22Chapter Assessment (cheat card allowed): Tuesday, February 23 | Chapter 12Vocabulary Quiz (no outside resources): Monday, February 22Chapter Assessment (cheat card allowed): Tuesday, February 23 | Chapter 12Vocabulary Quiz (no outside resources): Monday, February 22Chapter Assessment (cheat card allowed): Tuesday, February 23  | Chapter 12Vocabulary Quiz (no outside resources): Monday, February 22Chapter Assessment (cheat card allowed): Tuesday, February 23 |
| **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. |