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

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|  | **Date:**  **Mon., March 28** | **Date:**  **Tues., March 29** | **Date:**  **Wed. March 30** | **Date:**  **Thurs, March 31** | **Date:**  **Fri., April 1** |
| **Standard** | TN Core Standards   * 8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P) * 8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives;* and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s *The Emancipator*. (C, E, H, P, TN) * 8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P) * 8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. 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(H, P) | TN Core Standards   * 8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives;* and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s *The Emancipator*. (C, E, H, P, TN) * 8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. (H, P) * 8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P) * 8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P) | 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) | 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. 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| **Objective**  *I can…..* | Towards Civil War  (Chapter 16)  1840-1861  *I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | Towards Civil War  (Chapter 16)  1840-1861  *I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | Towards Civil War  (Chapter 16)  1840-1861  *I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | Towards Civil War  (Chapter 16)  1840-1861  *I can analyze the multiple causes, key events, and complex consequences of the Civil War.* | Towards Civil War  (Chapter 16)  1840-1861  *I can analyze the multiple causes, key events, and complex consequences of the Civil War.* |
| **Connections to Prior Knowledge** | Bell Work:  Pre-Test Chapter 16    Story Matters p. 425   1. Who was Dred Scott? 2. Why did he believe he should be a free man and no longer enslaved? | Bell Work:  How did the Compromise of 1850 Address the issue of slavery? | Bell Work:  Chapter 15 & 16-1 HW Questions | Bell Work:  16-2 HW Questions | Bell Work:  Vocabulary Review Sheet |
| **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 1: The Search for Compromise (p. 428-432)  Political Conflict Over Slavery   * New Territory Brings New Debate * - Differing Views * A New Compromise * The Fugitive Slave Act   The Ks-NE Act  - Conflict in KS | Lesson 2: Challenges to Slavery (p. 433-438)  Birth of the Republican Party   * The 1854 Congressional Elections * The Presidential Election of 1856   Dred Scott v. Sanford   * The Court Rules * Reaction to the Decisions | Lincoln Douglas   * The Lincoln-Douglas Debates * John Brown & Harper’s Ferry | Lesson 3: Secession and War (p. 439-443)  The Election of 1860   * Looking for Compromise * The Confederacy Established * The Public Reacts to Sucession * Lincoln Takes Over | Fighting at Fort Sumter |
| **Differentiated Tasks**  *We do …* | Close-Read  “Uncle Tom’s Cabin” | Dred Scott v. Sanford close read | John Brown Close Read | Sucession  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Sumter Close Read |
| **Assessment**  *They do ….* | What were some ways northerners defied he fugitive slave act? | What reasons did Taney give for why he believed Dred Scott was still enslaved? | Why do you think the raid on Harper’s Ferry by just a few men was so threatening to Southerners? | What role did the idea of states’ rights play in the civil war? | What do you think? P. 444-445  Did the South have the right to secede?  Main idea graphic organizer |
| **Homework** | Homework  Chapter 15 and 16-1: Wednesday, March 29  16-2: Thursday, March 31  16-3: Monday, April 4 | Homework  Chapter 15 and 16-1: Wednesday, March 29  16-2: Thursday, March 31  16-3: Monday, April 4 | Homework  Chapter 15 and 16-1: Wednesday, March 29  16-2: Thursday, March 31  16-3: Monday, April 4 | Homework  Chapter 15 and 16-1: Wednesday, March 29  16-2: Thursday, March 31  16-3: Monday, April 4 | Homework  Chapter 15 and 16-1: Wednesday, March 29  16-2: Thursday, March 31  16-3: Monday, April 4 |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 16   * Vocabulary Quiz: Monday, April 4 * Chapter 16 Test, Tuesday, April 5 | Chapter 16   * Vocabulary Quiz: Monday, April 4 * Chapter 16 Test, Tuesday, April 5 | Chapter 16   * Vocabulary Quiz: Monday, April 4 * Chapter 16 Test, Tuesday, April 5 | Chapter 16   * Vocabulary Quiz: Monday, April 4 * Chapter 16 Test, Tuesday, April 5 | Chapter 16   * Vocabulary Quiz: Monday, April 4 * Chapter 16 Test, Tuesday, April 5 |
| **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. |