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

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|  | **Date:**  **Mon., Feb. 13** | **Date:**  **Tues., Feb. 14** | **Date:**  **Wed. Feb. 15** | **Date:**  **Thurs, Feb. 16** | **Date:**  **Fri., Feb. 17** |
| **Standard** | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 12: The Jacksonian Era  8.44  8.54  8.55 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 12: The Jacksonian Era  8.38  8.44  8.55  8.56  8.57 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 12: The Jacksonian Era  8.38  8.44  8.54  8.55  8.56  8.57 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 12: The Jacksonian Era  8.38  8.44  8.54  8.55  8.56  8.57 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 12: The Jacksonian Era  8.38  8.44  8.54  8.55  8.56  8.57 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | 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. | 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. | 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. | 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. | 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** | Bell Work:  What qualities of Andrew Jackson stand out the most to you? Why? | Bell Work:  8th grade NEAP testing/ Altered schedule  Text Analysis: Andrew Jackson (720L) Read, Annotate, answer questions, highlight answers in the text, constructed response short answer. | Bell Work:  According to the history we have studied, how has the government changed? | Bell Work:  12-3 HW | Bell Work:    Turn in   * Chapter 12 HW * Ch. 12 Extra credit * Chapter 12 Journal check |
| **Guiding Questions** | What are the characteristics of a leader?  What are the consequences cultures interact?  How do Governments change? | What are the characteristics of a leader?  What are the consequences cultures interact?  How do Governments change? | What are the characteristics of a leader?  What are the consequences cultures interact?  How do Governments change? | What are the characteristics of a leader?  What are the consequences cultures interact?  How do Governments change? | What are the characteristics of a leader?  What are the consequences cultures interact?  How do Governments change? |

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| **Instructional Strategies**  *I do…* | Guided Reading Chapter 12, Lessons 1-3 | Textual Evidence Passage | Jackson’s War Against the Bank  The Bank (p. 336-338)  The Bank and the Election of 1832   * Why did Nicholas Biddle apply early for a new bank charter? * What did Jackson do to the bank charter? * How did the bank affect the election?   2nd Bank of the US   * What was the purpose of the bank? * Why did westerners dislike the bank? | Review Chapter 12: Graphic Organizer   |  |  |  | | --- | --- | --- | | Jackson’s ideas | National Republican Party Ideas | Political Parties TOday | | Extend democracy to more citizens |  |  | | Strong Union but limits the power of the federal government |  |  | | Native Americans had no rights |  |  | |  |
| **Differentiated Tasks**  *We do …* | Writing: Why do you Andrew Jackson was so popular in the 1820s and 1830s? | Close Read with Textual Evidence | The Panic of 1837   * What happened when the Bank of the US closed operations? * What caused the economic panic of 1837? * Describe the effects of the depression. * What did President Van Buren do about the depression?   The Whigs in Power (p. 339-341)  Election of 1840   * Who were the candidates? * What did the slogan “Tippecanoe and Tyler too” mean? * What happened at Harrison’s inauguration? | Chapter 12 Vocabulary Quiz  King Andrew: Political Cartoon Analysis | Chapter 12 Test |
| **Assessment**  *They do ….* | * Guided Reading lessons 1-3 * Writing Prompt Activity | Treaty of New Echota   * Explain the Treaty of New Echota * Why did Chief Ross protest the treaty? * What did President Van Buren do in 1838?   Trail of Tears   * Why didn’t the Cherokee resist the US Army? * Describe the journey to Indian Territory? * What was the effect of the Trail of Tears on the Native Americans? | Discuss 12-2 Homework  Reflection:  Evidence- what evidence did the government give for forcing the Native Americans to relocate?  Describing- how did the Seminole resist removal? | Andrew Jackson Analysis (720L)   * Read * Annotate * Answer Questions * Highlight the answers in the passage | Chapter 12 Test  Passage: “Should Jackson Be on the $20” |
| **Homework** | 121: February 7  12-2: February 8  12.3: February 16  Cumulative HW turn in: February 17 | 121: February 7  12-2: February 8  12.3: February 16  Cumulative HW turn in: February 17 | 121: February 7  12-2: February 8  12.3: February 16  Cumulative HW turn in: February 17 | 121: February 7  12-2: February 8  12.3: February 16  Cumulative HW turn in: February 17 | 121: February 7  12-2: February 8  12.3: February 16  Cumulative HW turn in: February 17 |
| **Closure** | Short Answer Reflection with justification through textual evidence:   * Explain how the Electoral College can affect a presidential election. * Which argument do you support: Calhoun’s for states’ rights or Jackson for a strong union? Why? | Write a diary entry as a Cherokee traveling to Indian territory on the Trail of Tears. | Exit Slip   * Today I felt confident when \_\_\_.   Today I felt confused when \_\_\_. | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | Exit Slip   * Today I felt confident when \_\_\_. * Today I felt confused when \_\_\_. |
| **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 | 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 | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 12  Mid-chapter quiz: Thursday, February 9  Vocabulary Quiz: Thursday, February 16  Chapter 12 Test: Friday, February 17 | Chapter 12  Mid-chapter quiz: Thursday, February 9  Vocabulary Quiz: Thursday, February 16  Chapter 12 Test: Friday, February 17 | Chapter 12  Mid-chapter quiz: Thursday, February 9  Vocabulary Quiz: Thursday, February 16  Chapter 12 Test: Friday, February 17 | Chapter 12  Mid-chapter quiz: Thursday, February 9  Vocabulary Quiz: Thursday, February 16  Chapter 12 Test: Friday, February 17 | Chapter 12  Mid-chapter quiz: Thursday, February 9  Vocabulary Quiz: Thursday, February 16  Chapter 12 Test: Friday, February 17 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events |