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

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|  | **Date:**  **Mon., March 20** | **Date:**  **Tues., March 21** | **Date:**  **Wed. March 22** | **Date:**  **Thurs, March 23** | **Date:**  **Fri., March 24** |
| **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 15: “The Spirit of Reform”, Lesson 2: The Abolitionists   * 8.49 * 8.66   Chapter 16: Toward Civil War  Lesson 1: The Search for Compromise   * 8.67 * 8.68   Lesson 2: Challenges to Slavery   * 8.66 * 8.68 * 8.69 * 8.70   Lesson 3: Secession and War   * 8.72 * 8.74 * 8.75 * 8.76 * 8.77 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 15: “The Spirit of Reform”, Lesson 2: The Abolitionists   * 8.49 * 8.66   Chapter 16: Toward Civil War  Lesson 1: The Search for Compromise   * 8.67 * 8.68   Lesson 2: Challenges to Slavery   * 8.66 * 8.68 * 8.69 * 8.70   Lesson 3: Secession and War   * 8.72 * 8.74 * 8.75 * 8.76 * 8.77 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 15: “The Spirit of Reform”, Lesson 2: The Abolitionists   * 8.49 * 8.66   Chapter 16: Toward Civil War  Lesson 1: The Search for Compromise   * 8.67 * 8.68   Lesson 2: Challenges to Slavery   * 8.66 * 8.68 * 8.69 * 8.70   Lesson 3: Secession and War   * 8.72 * 8.74 * 8.75 * 8.76 * 8.77 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 15: “The Spirit of Reform”, Lesson 2: The Abolitionists   * 8.49 * 8.66   Chapter 16: Toward Civil War  Lesson 1: The Search for Compromise   * 8.67 * 8.68   Lesson 2: Challenges to Slavery   * 8.66 * 8.68 * 8.69 * 8.70   Lesson 3: Secession and War   * 8.72 * 8.74 * 8.75 * 8.76 * 8.77 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.  Chapter 15: “The Spirit of Reform”, Lesson 2: The Abolitionists   * 8.49 * 8.66   Chapter 16: Toward Civil War  Lesson 1: The Search for Compromise   * 8.67 * 8.68   Lesson 2: Challenges to Slavery   * 8.66 * 8.68 * 8.69 * 8.70   Lesson 3: Secession and War   * 8.72 * 8.74 * 8.75 * 8.76 * 8.77 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | 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:  Finish Chapter 14 Open Book Test  Grade Chapter 14 Pre-Test | Bell Work:  At one time, smoking was an acceptable behavior. What do you think of this behavior? Why do you think people’s attitude towards smoking has changed over time?.  \*Ideas once seen as normal can later seem ridiculous or vise versa.  - What do you think happens to make people change their views?  -We are going to discuss abolitionists. (vocab. box).  - What conflicts might result from their efforts? | Bell Work:  15-2 HW  Compare and Contrast  - How did Northerners and Southerners view abolition differently? | Bell Work:  16-1 HW | Bell Work:    Explain (in 8th grade language)   * Wilmot Proviso * Compromise of 1850 * Fugitive Slave Act |
| **Guiding Questions** | What motivates people to act?  Why does conflict develop? | What motivates people to act?  Why does conflict develop? | What motivates people to act?  Why does conflict develop? | What motivates people to act?  Why does conflict develop? | What motivates people to act?  Why does conflict develop? |

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| **Instructional Strategies**  *I do…* | 15-1: Social Reform  p. 404-407   * Analyzing: What was the relationship between the Second Great Awakening and the reform movements of the early 1800s? * Explaining: What themes did transcendentalists focus on in their writing? * Comparing & Contrasting: How was the work of Dorthea Dix similar to Thomas Gallaudet? How was it different? | 15-2: The Abolitionists  \*The Start of the Abolition Movements  Silent Read p. 408-409  Abolition Movements   * Who were the Abolitionists? * What were the barriers to ending slavery? * Explain the purpose of the American Colonization Society. | 16-1: The Search for Compromise  p. 428-432  Political Conflict Over SLavery  \*Silent Read p. 428-431  Wilmot Proviso  -What did Representative Wilmot propose?  - How did Congress respond?  - Why was the Free-Soil Party founded?  A New Compromise on Slavery   * What did Southerners want? * Explain the Compromise by Clay * How did Douglas Solve the problem? | Review 15-2 & 16-1 | 16-2: Challenges to Slavery p. 433-438  Birth of the Republican Party  Silent Read p. 433-434  The Republican Party   1. Who formed the Republican Party? 2. From which region did the Republican party receive its support? 3. What did the party want to do? 4. What was the result of the 1854 Congressional Election? |
| **Differentiated Tasks**  *We do …* | 15-3: The Women’s Movement  p. 415-419   * Analyzing: What did the Seneca Falls Convention do to help the women’s Movement Grow? * Explaining: Describe the rights within marriage that women gained in the 1800s. | The Movement Builds Strength  \*Silent Read p. 410-412  Identify:   * William Lloyd Garrison * Sarah and Angelina Grimke * Harriet Beecher Stowe * American Anti-slavery Society * Frederick Douglas * Sojourner Truth   What was the Underground Railroad?  Reaction to the Abolitionists  \*Silent Read p. 413-414  Opposition  Why were some northern whites against abolition?  How did southern whites justify slavery? | KS-NE Act  Silent Read p. 431-432  The KS-NE Act   1. How did Senator Stephen Douglas propose organizing the western territories? 2. Why did his proposal upset northerners? 3. What is popular sovereignty?   Fugitive Slave Act   * What did the law state? * How did some northerners justify breaking the law? | Mid-chapter Quiz  15-2 & 16-1 | Presidential Election of 1856   |  |  |  | | --- | --- | --- | |  | Candidate | Platform | | Republican Party |  |  | | Democratic Party |  |  | | American Know-Nothing Party |  |  |   What was the result? |
| **Assessment**  *They do ….* | Introduce chapter 16   * Objectives * Pre-Test * Standards * Projected Dates * HW Questions | \*\*Answer in 5-8 sentence paragraphs with topic sentence, conclusion sentence and at least one piece of textual evidence.  Sending African Americans to Africa for “recolonization” did not work. What factors may have contributed to its failure?  Ongoing Weekly Enrichment:  Constructed Response with Textual Evidence   1. In the early years of the republic, few were against slavery. Why do you think slavery became such a divisive issue in the mid-1800s? 2. What are some reasons that the U.S. added territories and new states during the 1800s? | \*Graphic Organizer- KS  Ongoing Weekly Enrichment:  Constructed Response with Textual Evidence   1. In the early years of the republic, few were against slavery. Why do you think slavery became such a divisive issue in the mid-1800s? 2. What are some reasons that the U.S. added territories and new states during the 1800s? | Close Read with Annotations: Compromise of 1850  Ongoing Weekly Enrichment:  Constructed Response with Textual Evidence   1. In the early years of the republic, few were against slavery. Why do you think slavery became such a divisive issue in the mid-1800s? 2. What are some reasons that the U.S. added territories and new states during the 1800s? | Dred Scott v. Sanford  \*Silent Read p. 435  1. Who was Dred Scott?  2. On what grounds did Dred Scott sue for his freedom?  3. What was the Supreme Court Ruling?  Ongoing Weekly Enrichment:  Constructed Response with Textual Evidence   1. In the early years of the republic, few were against slavery. Why do you think slavery became such a divisive issue in the mid-1800s? 2. What are some reasons that the U.S. added territories and new states during the 1800s? |
| **Homework** | * 15-2 Homework: Wednesday, March 22 * 16-1 Homework: Thursday, March 23 * 16-2 Homework: Tuesday, March 28 * 16-3 Homework: Thursday, March 30 | * 15-2 Homework: Wednesday, March 22 * 16-1 Homework: Thursday, March 23 * 16-2 Homework: Tuesday, March 28 * 16-3 Homework: Thursday, March 30 | * 15-2 Homework: Wednesday, March 22 * 16-1 Homework: Thursday, March 23 * 16-2 Homework: Tuesday, March 28 * 16-3 Homework: Thursday, March 30 | * 15-2 Homework: Wednesday, March 22 * 16-1 Homework: Thursday, March 23 * 16-2 Homework: Tuesday, March 28 * 16-3 Homework: Thursday, March 30 | * 15-2 Homework: Wednesday, March 22 * 16-1 Homework: Thursday, March 23 * 16-2 Homework: Tuesday, March 28 * 16-3 Homework: Thursday, March 30 |
| **Closure** | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | 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   * 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** | * 15-2/16-1 Mid-chapter Quiz: Thursday, March 23 * In class Writing activity: Thursday, March 30 * Journal Check Thursday, March 30 & Friday, March 31 * Homework Turn In: Friday, March 31 * Assessment: Friday, March 31 | * 15-2/16-1 Mid-chapter Quiz: Thursday, March 23 * In class Writing activity: Thursday, March 30 * Journal Check Thursday, March 30 & Friday, March 31 * Homework Turn In: Friday, March 31 * Assessment: Friday, March 31 | * 15-2/16-1 Mid-chapter Quiz: Thursday, March 23 * In class Writing activity: Thursday, March 30 * Journal Check Thursday, March 30 & Friday, March 31 * Homework Turn In: Friday, March 31 * Assessment: Friday, March 31 | * 15-2/16-1 Mid-chapter Quiz: Thursday, March 23 * In class Writing activity: Thursday, March 30 * Journal Check Thursday, March 30 & Friday, March 31 * Homework Turn In: Friday, March 31 * Assessment: Friday, March 31 | * 15-2/16-1 Mid-chapter Quiz: Thursday, March 23 * In class Writing activity: Thursday, March 30 * Journal Check Thursday, March 30 & Friday, March 31 * Homework Turn In: Friday, March 31 * Assessment: Friday, March 31 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * April 4: Muffins with Moms 7:15 * April 14: Spring Holiday, NO SCHOOL * April 28: Lip Sync 6:30 pm | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * April 4: Muffins with Moms 7:15 * April 14: Spring Holiday, NO SCHOOL * April 28: Lip Sync 6:30 pm | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * April 4: Muffins with Moms 7:15 * April 14: Spring Holiday, NO SCHOOL * April 28: Lip Sync 6:30 pm | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * April 4: Muffins with Moms 7:15 * April 14: Spring Holiday, NO SCHOOL * April 28: Lip Sync 6:30 pm | Please make sure you are reviewing your notes from your interactive notebook each night.  Upcoming Events   * April 4: Muffins with Moms 7:15 * April 14: Spring Holiday, NO SCHOOL * April 28: Lip Sync 6:30 pm |