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

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|  | **Date:**  **Mon., March 27** | **Date:**  **Tues., March 28** | **Date:**  **Wed. March 29** | **Date:**  **Thurs, March 30** | **Date:**  **Fri., March 31** |
| **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:  Video Clip- Dred Scott v. Sanford  What impact did the Dred Scott decision have on the U.S.? How did Republicans and other anti-slavery groups react? | Bell Work:  16-2 HW  Why do you think the raid on Harper’s Ferry by just a few men was so threatening to Southerners? | Bell Work:  What was President Lincoln’s priority when he took office in March 1861? | Bell Work:  16-3 HW  What role did the idea od states’ rights play in the Civil War? | Bell Work:    Turn in:  Chapter 16 HW,  Journal Check, Writing Activity: Analyzing Primary Sources  During the Lincoln-Douglas debates, Lincoln denied that he wanted African Americans to have the same rights as whites. However, five years later, Lincoln freed enslaved people in the Confederacy. What do you think cause Lincoln to express such different beliefs? |
| **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…* | \*Silent Read: Lincoln Douglas Debates (p. 436-438)  1. Identify the peoples involved and explain their political background.  2. Why did they debate each other?  3. What was the Freeport Doctrine?  What did Lincoln argue about slavery? | \* Silent Read: The Election of 1860 (p. 439-442)  1. What happened in the Democratic Party?  2. Who formed the Constitutional Union Party?  3. What was the Republican platform? | \* Silent Read: Fighting @ Sumter  1. Why did Lincoln send Union ships to Fort Sumter?  2. What did the Confederates do?  3. Why did the Union surrender the fort?  4. How did Lincoln respond to this loss? | Review sheet  Writing Activity  Vocabulary Activity | Review for Chapter 16 Test. |
| **Differentiated Tasks**  *We do …* | John Brown   1. Who was John Brown? 2. Why did he lead a rain on Harper’s Ferry? 3. What was the result of this raid?   \* John Brown video clip | Secession   1. Which states formed the Confederate States of America in February 1861? 2. Why did Southern states secede from the Union? 3. What did Lincoln say about secession in his Inaugural Address? | What do you Think (p. 444-445)  Writing Activity: Analyzing Primary Sources | Writing Activity: Analyzing Primary Sources | Chapter 16 Test  Introduce Chapter 17 (packet)   * Student data tracker * HW * Pre-Test |
| **Assessment**  *They do ….* | Last sentence p. 438 “The Nation was on the brink of disaster.”  \* Who or what do you think could possibly stop the nation from falling over that brink? What kind of compromise would help? What if these is no way to compromise? | \* Video Clip: The Election of 1860 & the Road to Disunion (crash course www.socialstudies.com/civil-war)  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? | \* Video Clip: The Civil War Part 1 (Crash Course\_  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? | How did regional differences help Lincoln win the Presidential election?  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? | How did regional differences help Lincoln win the Presidential election?  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 |