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

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|  | **Date:****Mon., March 6** | **Date:****Tues., March 7** | **Date:****Wed. March 8** | **Date:****Thurs, March 9** | **Date:****Fri., March 10** |
| **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 14: North \* SouthTN Core Standards* 8.51
* 8.52
* 8.71
* 8.72
* 8.73
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| **Objective***I can…..*(Chapter information & I can statement) | * 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 at they became increasingly sectionalized.
* Analyze the growth of slavery and the resulting controversies.
* Analyze the multiple causes, key events, and complex consequences of the Civil War.
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| **Connections to Prior Knowledge** | Bell Work: What is an innovation? What are some examples of modern innovations in the way we travel and communicate? | Bell Work: 14-1 HWDefine: trade unions, strike, prejudice, discrimination, famine, nativist | Bell Work: 14-2 HWDefine: productivity, domestic slave trade | Bell Work: 14-3 HWDefine: yeoman, overseer, spiritual, slave codes, Underground Railroad, literacy | Bell Work:  14-4 HWChapter 14 Vocabulary Activity  |
| **Guiding Questions** | * How does technology change the way people live?
* How do people adapt to their environment?
* Why do people make economic choices?
 | * How does technology change the way people live?
* How do people adapt to their environment?
* Why do people make economic choices?
 | * How does technology change the way people live?
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* Why do people make economic choices?
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| **Instructional Strategies***I do…* | \*Silent Read p. 376-389Technology & IndustryNorthern Industrialization (Explain)* Pre-industrialization
* Phase 1
* Phase 2
* Phase 3

Define:* Clipper ship
* Telegraph
* Morse Code

Transportation (Describe)* Steamboat
* Clipper Ships
* Railroads
 | \*Silent Read p. 382-384The Factories of the NorthWorking Conditions in Factories* Describe the working conditions in factories.
* Why was child labor a problem?
* What was the purpose of trade unions?

Discrimination* How were free African Americans treated in the North?
* How were women treated in the workplace?
 | \*Silent Read p. 387-388Rise of the CottonCotton Production* How did agriculture in the South change after the American Revolution?
* How did the cotton gin affect cotton production?
* Why did slavery increase in the South?
 | Silent Read p. 391-393Southern AgriculturePeople of the South (Describe)* yeomen
* tenant farmers
* free African Americans
* plantation owners

\*Compare and contrast how free African Americans were treated in the North and South. | Chapter 14 Open book testUnderground Railroad Passage |
| **Differentiated Tasks***We do …* | Improved Transportation* How did Railways and canals impact trade?
* How did railroads affect settlements in the West?

Changes in Communication* How did the telegraph work?
* What was Morse Code?
* Explain how the telegraph changed life in the U.S.

\*Silent Read p. 380-381Farming Innovations (Summarize)* Steel-Tipped Plow
* Mechanical Reaper
* Thresher
 | \*Silent Read p. 384-386The Growth of CitiesGrowth of Cities* Explain how industrialization and trade caused cities to grow.
* What caused immigrants to come to the U.S. (push/pull factors)?
* How were immigrants treated by U.S. citizens?
 | \*Silent Read p. 389-390Southern IndustryGraphic Organizer : Southern Industry* What factors impeded the development of Southern Industry in the South?
* 1.
* 2.
* 3.
* 4.
 | \*Silent Read p. 393-396The Lives of Enslaved PeopleLives of Enslaved People (Describe)* Family Life
* Culture
* Religion

Slave Codes* What were the slave codes?
* How did enslaved people resist slavery?
* What was the Underground Railroad?
 | Chapter 14 Open Book TestUnderground Railroad Passage |
| **Assessment***They do ….* | \*\*Answer in 5-8 sentence paragraphs with topic sentence, conclusion sentence and at least one piece of textual evidence.Analyze the importance of technological advancements to western development.Ongoing Weekly Enrichment:Understanding Theme: *Economic systems shape relationships in society.*1. How did the construction of canals and railroads affect the economic expansion of the U.S.?
2. How did immigration change the U.S. between 1820-1860?
 | \*\*Answer in 5-8 sentence paragraphs with topic sentence, conclusion sentence and at least one piece of textual evidence.How did increased immigration affect the U.S? Be Specific.Ongoing Weekly Enrichment:Understanding Theme: *Economic systems shape relationships in society.*1. How did the construction of canals and railroads affect the economic expansion of the U.S.?
2. How did immigration change the U.S. between 1820-1860?
 | \*\*Answer in 5-8 sentence paragraphs with topic sentence, conclusion sentence and at least one piece of textual evidence.Comparing: Discuss ways the economies of the Upper South and the Deep South became dependent on each other around 1860.Identifying: What were some barriers to southern transportation? Ongoing Weekly Enrichment:Understanding Theme: *Economic systems shape relationships in society.*1. How did the construction of canals and railroads affect the economic expansion of the U.S.?
2. How did immigration change the U.S. between 1820-1860?
 | \*\*Answer in 5-8 sentence paragraphs with topic sentence, conclusion sentence and at least one piece of textual evidence.Silent Read p. 397Southern CitiesSouthern Cities* Where were the most Southern cities located?
* How were free African American treated?
* What prevented southern states from developing public schools?

Ongoing Weekly Enrichment:Understanding Theme: *Economic systems shape relationships in society.*1. How did the construction of canals and railroads affect the economic expansion of the U.S.?
2. How did immigration change the U.S. between 1820-1860?
 | Chapter 14 Open Book TestUnderground Railroad Passage |
| **Homework** | * 14-1 Homework: Tuesday, March 7
* 14-2 Homework: Wednesday, March 8
* 14-3 Homework: Thursday, March 9
* 14-4 Homework (Final HW turn in): Friday, March 10
 | * 14-1 Homework: Tuesday, March 7
* 14-2 Homework: Wednesday, March 8
* 14-3 Homework: Thursday, March 9
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| **Closure** | Exit Slip* The most important thing I learned today was \_\_\_.
* I need help with \_\_\_.
* I would like to learn more about \_\_\_.
 | 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 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 \_\_\_.
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| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  |
| **Projected Assessments** | Chapter 14 Test (open book and journal): Friday, March 10 | Chapter 14 Test (open book and journal): Friday, March 10 | Chapter 14 Test (open book and journal): Friday, March 10 | Chapter 14 Test (open book and journal): Friday, March 10 | Chapter 14 Test (open book and journal): Friday, March 10 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night.Upcoming Events* Q3 ends March 10
* Spring Break is March 13-17
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