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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 \* South  TN Core Standards   * 8.51 * 8.52 * 8.71 * 8.72 * 8.73 | \*\*\* 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 \* South  TN Core Standards   * 8.51 * 8.52 * 8.71 * 8.72 * 8.73 | \*\*\* 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 \* South  TN Core Standards   * 8.51 * 8.52 * 8.71 * 8.72 * 8.73 | \*\*\* 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 \* South  TN Core Standards   * 8.51 * 8.52 * 8.71 * 8.72 * 8.73 | \*\*\* 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 \* South  TN Core Standards   * 8.51 * 8.52 * 8.71 * 8.72 * 8.73 |
| **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. | * 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. | * 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. | * 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. | * 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. |
| **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 HW  Define: trade unions, strike, prejudice, discrimination, famine, nativist | Bell Work:  14-2 HW  Define: productivity, domestic slave trade | Bell Work:  14-3 HW  Define: yeoman, overseer, spiritual, slave codes, Underground Railroad, literacy | Bell Work:    14-4 HW  Chapter 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? * 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? * How do people adapt to their environment? * Why do people make economic choices? |

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| **Instructional Strategies**  *I do…* | \*Silent Read p. 376-389  Technology & Industry  Northern 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. 382-384  The Factories of the North  Working 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. 387-388  Rise of the Cotton  Cotton 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. 391-393  Southern Agriculture  People 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 test  Underground 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. 380-381  Farming Innovations (Summarize)   * Steel-Tipped Plow * Mechanical Reaper * Thresher | \*Silent Read p. 384-386  The Growth of Cities  Growth 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. 389-390  Southern Industry  Graphic Organizer : Southern Industry   * What factors impeded the development of Southern Industry in the South? * 1. * 2. * 3. * 4. | \*Silent Read p. 393-396  The Lives of Enslaved People  Lives 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 Test  Underground 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. 397  Southern Cities  Southern 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 Test  Underground 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 * 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 * 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 * 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 * 14-4 Homework (Final HW turn in): Friday, March 10 |
| **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** | 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 | 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 | 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 | 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 | 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 |