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| Content  Objective: | Monday ~ 5/14 | Tuesday~ 5/15 | Wednesday~ 5/16  8th Grade Orientation | Thursday~ 5/17  Play | Friday ~ 5/18 |
| |  | | --- | | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices  • immigration and the growth of nativism  • race relations  • class relations | | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of  • agriculture, including changes in productivity, technology, supply and demand, and price  • industry, including entrepreneurial development of new industries, such as textiles  • the labor force including labor incentives and changes in labor forces  By demonstrating knowledge of how the debates over slavery increased tensions between the North and South. | 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.  8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement      By demonstrating knowledge of what led many Americans to try and improve society in the 1800s. | 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.  8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement      By demonstrating knowledge of what led many Americans to try and improve society in the 1800s. |  | 8 – U4.2.2 The Institution of Slavery – Explain the  ideology of the institution of slavery, its policies,  and consequences  8 – U4.3.2 Describe the formation and  development of the abolitionist movement by  considering the roles of key abolitionist leaders  (e.g., John Brown and the armed resistance,  Harriet Tubman and the Underground Railroad,  Sojourner Truth, William Lloyd Garrison, and  Frederick Douglass), and the response of  southerners and northerners to the abolitionist  movement |
| Language  Objective:  6-8 Level 2 Recall Speaking State big/main ideas of  classroom conversation with a partner  6-8 Level 2 Recount Writing  Completing sentence using, short answer  word banks and/or multiple  choice when applicable | 6-8 Recount L2 W  TSW write to explain the challenges of growth Americans moving westward faced.  Using information from Chapter 11 pages 396-400 to answer multiple choice test questions | 6-8 Recall  TSW listen and read to explain what led many Americans to try and improve Society.  Using information from chapter 12.1 pages 414-419 | 6-8 Recount L1 W  TSW read to explain what led many Americans to try and improve Society.  Using information from Chapter 12.1, pages 414-419 to answer questions on Google Classroom. |  | 6-8 Recount and Recall L2 R/W  TSW listen read to explain what led many American abolitionists to fight for the end of slavery  Using information from Chapter 12.2, pages 422-426 |
| TSWT | I CAN demonstrate knowledge about the challenges Americans face when moving westward using information from Chapter 11 pages 382-405. | I CAN read and listen to explain what led many Americans to try and improve Society. | I CAN write to demonstrate knowledge of what led many Americans to try and improve Society. |  | I CAN demonstrate comprehension to explain what led many American abolitionists to fight for the end of slavery. |
| Assessment | Chapter 11 Test | Informal assessment of class discussions | 12.1 Review Questions on Google Classroom. |  | Informal assessment of class discussions |
| Vocabulary | Slave Code, Cotton Gin,  Plantation, Erie Canal, turnpike, Canal, Missouri Compromise | Slave Code, Cotton Gin,  Plantation, Erie Canal, turnpike, Canal, Missouri Compromise | Slave Code, Cotton Gin,  Plantation, Erie Canal, turnpike, Canal, Missouri Compromise | Slave Code, Cotton Gin,  Plantation, Erie Canal, turnpike, Canal, Missouri Compromise | Slave Code, Cotton Gin,  Plantation, Erie Canal, turnpike, Canal, Missouri Compromise |
| Accommodations | Scan Tron sheets |  |  | None |  |