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| ContentObjective: | Monday ~ 5/21 | Tuesday~ 5/22 | Wednesday~ 5/23 | Thursday~ 5/24 | Friday ~ 5/25 |
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|  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 – U4.2.2 The Institution of Slavery – Explain theideology of the institution of slavery, its policies,and consequences8 – U4.3.2 Describe the formation anddevelopment of the abolitionist movement byconsidering 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, andFrederick Douglass), and the response ofsoutherners and northerners to the abolitionistmovement | 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 how the women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-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 how the women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-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 movementBy identifying the common themes in American literature and art in the mid-1800s, describe the flowering of American literature; and discuss the development of unique American styles in art and music. | M-STEP reward Party |
| LanguageObjective:6-8 Level 2 Recall Speaking State big/main ideas ofclassroom conversation with a partner6-8 Level 2 Recount WritingCompleting sentence using, short answerword banks and/or multiplechoice when applicable | 6-8 Recount L2 WTSW read and write to explain what led many American abolitionists to fight for the end of slaveryUsing information from Chapter 12.2, pages 422-426 | 6-8 RecallTSW listen and read to explain how the women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-1800s Using information from chapter 12.3 pages 427-430 | 6-8 Recount L1 WTSW listen and write to explain how the women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-1800s Using information from chapter 12.3 pages 427-430 | 6-8 Recount L2 WTSW listen and read to discuss the common themes in American literature and art in the mid-1800s, describe the flowering of American literature; and discuss the development of unique American styles in art and music. Using information from chapter 12.4 pages 431-435 |  6-8 Recount and Recall L2 R/W |
| TSWT | I CAN demonstrate knowledge about what led many American abolitionists to fight for the end of slavery using chapter 12.2 pages 422-426 | I CAN read and listen to explain what led to women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-1800s.  | I CAN read and write to explain what led to women’s suffrage movement began; describe the goals of Seneca Falls Convention; and Identify the women gained in the mid-1800s. | I CAN demonstrate comprehension and discuss the common themes in American literature and art in the mid-1800s, describe the flowering of American literature; and discuss the development of unique American styles in art and music.  |  |
| Assessment |  12.2 Review Questions on Google Classroom. | Informal assessment of class discussions | 12.3 Review Questions on Google Classroom. | Informal discuss of Chapter 12.4/Vocabulary Test |  |
| Vocabulary | Social Reform, Revival, Predestination, Temperance Movement, Prohibition, Public schools, Abolitionist, Slavery | Social Reform, Revival, Predestination, Temperance Movement, Prohibition, Public schools, Abolitionist, Slavery | Social Reform, Revival, Predestination, Temperance Movement, Prohibition, Public schools, Abolitionist, Slavery | Social Reform, Revival, Predestination, Temperance Movement, Prohibition, Public schools, Abolitionist, Slavery |  |
| Accommodations |  |  |  | None |  |