|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content  Objective: | Monday ~ 5/21 | Tuesday~ 5/22 | Wednesday~ 5/23 | Thursday~ 5/24 | Friday ~ 5/25 |
| |  | | --- | | 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 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 | 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 movement  By 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 |
| 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 read and write to explain what led many American abolitionists to fight for the end of slavery  Using information from Chapter 12.2, pages 422-426 | 6-8 Recall  TSW 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 W  TSW 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 W  TSW 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 |  |