Mrs. Gawlik 8th Grade US History April 15-19, 2019

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|  | Monday 4-15 | Tuesday 4-16 | Wednesday 4-17 | Thursday 4-18 | Friday 4-19 |
| Materials/Agenda | Chapter 11.4 Critical Thinking p.401-405  | Chapter 11 Study Guide | Chapter 12. 1 Improving Society p410-419 | Vocab Quiz / Test | No School  |
| Standard |  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 • 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 – U4.3.3 -Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of itsleaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca FallsResolution with the Declaration of Independence. (C2) | 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 |  |
| Content Objective(Student Will Demonstrate…) | Understanding of the problems Americans faced when they moved Westward (8 – U4.2.1) by completing critical thinking questions with 3/4 correct.  | Understanding of the reasons why the North and South took different paths (8– U4.2.1) by completing a study guide with 75% accuracy.  | Understanding of the reasons why many Americans tried to improve society in the 1800s (8 – U4.3.3) by completing a guided reading with 75% accuracy. | Understanding of the reasons why the North and South took different paths (8– U4.2.1) by completing a study guide with 75% accuracy.  |  |
| Language Objective(Student Will…)WIDALanguage ObjectiveWIDA/504/Spec. Ed Accommodations(Reading- follow along with teacher; writing-model teacher note taking, answer questions; speaking- practice/model language using US History terminology and the English language. | Write to answer questions about the problems Americans faced when they moved westward using critical thinking questions with 3 out of 4 correct. | Write to answer questions about the reasons why the North and South took different paths using a study guide with 75% accuracy.  | Write to answer questions about the reasons why many Americans tried to improve society in the 1800s using a guided reading with 75% accuracy.  | Write to answer questions about the reasons why the North and South took different paths using a study guide with 75% accuracy.  |  |
| Vocabulary | Nativist, Urbanization, Famine, Discrimination, Telegraph | Nativist, Urbanization, Famine, Discrimination, Telegraph | Nativist, Urbanization, Famine, Discrimination, Telegraph | Nativist, Urbanization, Famine, Discrimination, Telegraph |  |
| Differentiation/Modifications | \*Individual learning \*A/B Partner think-pair-share \* Google Classroom  | \*Modeling\*A/B Partner think-pair-share\*Whole group and individual learning  | \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share \* Google Classroom  | \*Individual learning |   |
| Activity/Exit Ticket/Key Questions to promote inquiry  | Chapter 11.4 Critical Thinking p.401-405  | Chapter 11 Study Guide | Chapter 12. 1 Improving Society p410-419 | Vocab Quiz / Test |  |

Mrs. Gawlik reserves the right to change or alter these plans at any time.