Mrs. Gawlik 8th Grade US History April 22-26, 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 4-22 | Tuesday 4-23 | Wednesday 4-24 | Thursday 4-25 | Friday 4-26 |
| Materials/Agenda | Chapter 12. 1 Improving Society p410-419 Critical Thinking | Chapter 12.2: The fight against slavery p422-426 Guided reading  | Chapter 12.2: The fight against slavery p422-426 Critical Thinking | Chapter 12.3: A Call for Women’s Rights p427-430 Cloze-Reading | Chapter 12.3: A Call for Women’s Rights p427-430 Critical thinking |
| Standard |  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 – U4.3.3 -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 – U4.3.3 -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 – U4.3.3 -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 – U4.3.3 -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) |
| Content Objective(Student Will Demonstrate…) | Understanding of the reasons why many Americans tried to improve society in the 1800s (8 – U4.3.3) by completing critical thinking questions with 4/5 correct.  | Understanding about how abolitionists tried to end slavery (8– U4.2.1) by completing a guided reading with 75% accuracy.  | Understanding about how abolitionists tried to end slavery (8– U4.2.1) by completing critical thinking questions with 3 out of 4 correct. | Understanding of how the woman’s suffrage movement began (8– U4.2.1) by completing a cloze-reading with 75% accuracy.  | Understanding of how the woman’s suffrage movement began (8– U4.2.1) by completing critical thinking questions with 4 out of 5 correct.  |
| 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 reasons why many Americans tried to improve society in the 1800s using critical thinking questions with 4/5 correct.  | Write to answer questions about how abolitionists tried to end slavery using a guided reading with 75% accuracy.  | Write to answer questions about how abolitionists tried to end slavery using a guided reading with 3 out of 4 correct.  | Write to answer questions the woman’s suffrage movement began using a cloze-reading with 75% accuracy.  | Write to answer questions the woman’s suffrage movement began using critical thinking questions with 4 out of 5 correct. |
| 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 |
| Differentiation/Modifications | \*Individual learning \*A/B Partner think-pair-share \* Google Classroom  |  \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share  | \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share \* Google Classroom  | \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share  |  \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share \* Google Classroom  |
| Activity/Exit Ticket/Key Questions to promote inquiry  | Chapter 12. 1 Improving Society p410-419 Critical Thinking | Chapter 12.2: The fight against slavery p422-426 Guided reading  | Chapter 12.2: The fight against slavery p422-426 Critical Thinking | Chapter 12.3: A Call for Women’s Rights p427-430 Cloze-Reading | Chapter 12.3: A Call for Women’s Rights p427-430 Critical thinking |

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