Mrs. Gawlik 8th Grade US History May 20-24, 2019

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|  | Monday 5-20HS Orientation | Tuesday 5-21 | Wednesday 5-22 | Thursday 5-23 | Friday 5-24Half-Day |
| Materials/Agenda | Unit 5 Pretest | Unit 4 Test | Chapter 14.1: Growing Tensions over Slavery : p482-485 Critical Thinking | 14.2: Compromises Fail p486-491 | BRAIN POP |
| Standard | 8 – U5.1 The Coming of the Civil War and Reconstruction | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. | 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. | 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. | 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. |
| Content Objective(Student Will Demonstrate…) | Knowledge of the attempts to abolish or contain slavery and realize the ideal of the Declaration of Independence (8 – U5.1) by completing a pretest.  | Comprehension of the reasons why people moved west and the challenges they faced (8 – U4.2.3) by completing an assessment with 75% correct. | Comprehension of the differences in the lives of free African Americans, free whites and enslaved people (8 – U5.1.1) by completing a comparison chart with 75% correct.  | Comprehension of the Compromise of 1850 and the reasons why it failed (8 – U5.1.1) by completing a comparison chart. |  |
| 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 attempts to abolish or contain slavery and realize the ideal of the Declaration of Independence using a pretest.  | Write to answer questions about Westward Expansion (8 – U4.2.3) using an assessment.  | Orally explain with A/B partner the differences in the lives of free African Americans, free whites and enslaved people (8 – U5.1.1) using a comparison chart. | Orally explain with A/B partner the differences in the lives of free African Americans, free whites and enslaved people (8 – U5.1.1) using a comparison chart. |  |
| Vocabulary | Dictatorship, siege, annex, cede, Manifest destiny, forty-niner, water rights, vigilantes  | Dictatorship, siege, annex, cede, Manifest destiny, forty-niner, water rights, vigilantes | Dictatorship, siege, annex, cede, Manifest destiny, forty-niner, water rights, vigilantes | Dictatorship, siege, annex, cede, Manifest destiny, forty-niner, water rights, vigilantes |  |
| 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  | \* individual learning |  \* individual learning  |
| Activity/Exit Ticket/Key Questions to promote inquiry  |  |  |  |   |  |

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