Mrs. Gawlik 8th Grade US History May 5-10, 2019

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|  | Monday 5-6 | Tuesday 5-7 | Wednesday 5-8 | Thursday 5-9 | Friday 5-10 |
| Materials/Agenda | Chapter 12 Test | Chapter 13.1: The West: p444-447 Critical Thinking | Chapter 13. 2: Trails to the West p448-453 Guided Reading | Chapter 13. 2: Trails to the West p448-453- Critical Thinking | Chapter 13.3 : Conflict with Mexico p454-459 Guided Reading |
| Standard | 8 – U4.3.3 -Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its  leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls  Resolution with the Declaration of Independence. (C2) | 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 – 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 – 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 – 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. |
| Content Objective  (Student Will Demonstrate…) | Understanding about how the efforts of social reform increased (8– U4.2.1) by completing an assessment with 75%. | Understanding of Westward Expansion (8– U4.2.3) by completing critical thinking questions with 4 out of 5 correct. | Comprehension of the reasons why people moved west and the challenges they faced (8 – U4.2.3) by completing a guided reading with 75% correct. | Comprehension of the reasons why people moved west and the challenges they faced (8 – U4.2.3) by completing critical thinking questions with 4 out of 5 correct. | Comprehension of the cause and effects of the Texas War for Independence and the Mexican-American War (8 – U4.2.3) by completing a guided reading with 75% correct. |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/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 how the efforts of social reform increased using an assessment with 75% correct. | Write to answer questions about Westward Expansion (8 – U4.2.3) using critical thinking questions with 4 out of 5 correct. | Write to answer questions about the reasons why people moved west and the challenges they faced (8 – U4.2.3) using a completing a guided reading with 75% correct. | Write to answer questions about the reasons why people moved west and the challenges they faced (8 – U4.2.3) using critical thinking questions with 4 out of 5 correct. | Write to answer questions about the cause and effects of the Texas War for Independence and the Mexican-American War (8 – U4.2.3) using a guided reading with 75% correct. |
| Vocabulary | Women’s Suffrage, Women’s Rights Movement, Transcendentalism, Civil Disobedience, Individualism | Women’s Suffrage, Women’s Rights Movement, Transcendentalism, Civil Disobedience, Individualism | Women’s Suffrage, Women’s Rights Movement, Transcendentalism, Civil Disobedience, Individualism | Women’s Suffrage, Women’s Rights Movement, Transcendentalism, Civil Disobedience, Individualism | Women’s Suffrage, Women’s Rights Movement, Transcendentalism, Civil Disobedience, Individualism |
| 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 Test | Chapter 13.1: The West: p444-447 Critical Thinking | Chapter 13. 2: Trails to the West p448-453 Guided Reading | Chapter 13. 2: Trails to the West p448-453- Critical Thinking | Chapter 13.3 : Conflict with Mexico p454-459 Guided Reading |

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