Mrs. Gawlik 8th Grade US History March 25-29, 2019

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|  | Monday 3-25 | Tuesday 3-26 | Wednesday 3-27 | Thursday 3-28 | Friday 3-29 |
| Materials/Agenda | Chapter 11.1 Critical Thinking p382-389 | Chapter 11.2 Guided Reading p390-395 | Chapter 11.2 Critical Thinking p390-395 | Chapter 11.3 Guided Reading | PBIS Reward Half-Day |
| 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 – U4.2.1 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 – U4.2.1 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 how new technology of the industrial revolution (8 – U4.2.1) changed the way Americans lived by completing critical thinking questions with 3 out of 4 correct. | Understanding of how the Industrial Revolution (8 – U4.2.1) impacted the North by completing a guided reading with 75% accuracy | Understanding of how the Industrial Revolution (8 – U4.2.1) affected the North by completing critical thinking questions with 3 out of 4 correct. | Knowledge of the significance of cotton and the cotton gin (8 – U4.2.1) by reading and discussing pages 396-400. effect cotton had on the south |  |
| 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 how new technology of the industrial revolution changed the way Americans lived using critical thinking questions 3 out of 4 correct. | Write to fill in the blank of how the Industrial Revolution affected the North using a guided reading with 75% accuracy. | Write to answer questions about how the Industrial Revolution affected the North using critical thinking questions with 3 out of 4 correct. | Write to answer questions about how cotton and the cotton gin affected the south using a guided reading with 70% accuracy. |  |
| Vocabulary | Industrial revolution, textile, interchangeable parts, capitalist, mass production, factory system | Industrial revolution, textile, interchangeable parts, capitalist, mass production, factory system | Industrial revolution, textile, interchangeable parts, capitalist, mass production, factory system | Industrial revolution, textile, interchangeable parts, capitalist, mass production, factory system |  |
| Differentiation/Modifications | \*Individual learning \*A/B Partner think-pair-share \* Google Classroom  | Whole group and \*Modeling\*A/B Partner think-pair-share \* Guided Reading  | \*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 \* Guided Reading  |  |
| Activity/Exit Ticket/Key Questions to promote inquiry  | Chapter 11.1 Critical Thinking p382-389 | Chapter 11.2 Guided Reading p390-395 | Chapter 11.2 Critical Thinking p390-395 | Chapter 11.3 Guided Reading | PBIS Reward Half-Day |

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