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| **Daily Agenda** | **Mon 10/14/13** | **Tues 10/15/13** | **Wed 10/16/13** | **Thurs 10/17/13** | **Fri 10/18/13** |
| **Unit Vocabulary:**  reform, Antebellum Era, Manifest Destiny, Frederick Douglas, “King Cotton”, cotton gin. Market revolution, Erie Canal, immigrants, factory system, Lowell Mills, Fugitive Slave Laws, Underground Railroad, Harriet Tubman, John Brown, Horace Mann, slavery, gold rush, Mexican-American War, Donner Party, Daniel Boone, Westward Expansion, Louisiana Purchase, Battle of the Alamo, Second Great Awakening, Transcendentalism, Abolitionist, Manifest Destiny, James Polk, Mexican War, Oregon Treaty, Martin Van Buren, Franklin Pierce, Gadsden Purchase, Missouri Compromise, Kansas-Nebraska Act, John Brown, Bleeding Kansas, Dred Scott Decision, Election of 1860, Crittenden Amendments, Fort Sumter, Secession, Confederate States of America, Anaconda Plan, Battle of Bull Run, Battle of Antietam, Emancipation Proclamation, Enrollment Act, Draft Riots, Clara Barton, Battle of Gettysburg, Stonewall Jackson, Siege of Vicksburg, Sherman’s March, Appomattox, Reconstruction, 13th Amendment, 14th Amendment, 15th Amendment, Freedmen’s Bureau, Andrew Johnson, Jim Crow Laws |
| **Learning Target** | **I can:** identify the economic, social, and cultural differences of the North and South during the antebellum period. | **I can:** identify the economic, social, and cultural differences of the North and South during the antebellum period.  | **I can:**  compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period. | **I can:** compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period. | **I can:** evaluate the economic, social, and cultural differences of the North and South during the antebellum period.  |
| **Quality Core** | 6. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.1. Identify and analyze the technological, social, and strategic aspects of the Civil War.2. Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War.3. Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.4. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States5. Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole. |
| **Instructional Practices** | Discussion; video | Individual instruction; discussion | Individual instruction; discussion | Active viewing guide; discussion | Active viewing guide; discussion; assessment |
| **Bell Ringer****Activities/ Assignments** | What was the immediate and long term effects of the Mexican War? Give 1 specific example of each.The Presidents: 12-15 | Was the United States within its constitutional perimeters to expand the boundaries of the United States? How?Timeline: Brink of War | How would the North perceive the Fugitive Slave Law? How would the South perceive the Fugitive Slave Law? Explain.Timeline: Brink of War | What challenges were presented to Lincoln among entering his presidency? Give two specific examples in your answer.America: The Story of Us—Division with Active Viewing Guide | In what ways was the United States being “tested” during the 1800s? Evaluate the performance of the United States and give a letter grade and reasoning as to how well it endured during its “testing”?Vocabulary QuizAmerica: The Story of Us--Division |
| **Exit**  | How would the movement further west led to further division in the United States? Provide two specific reasons to justify your answers. | How did *Uncle Tom’s Cabin* impact the general public after its release in 1852? How would you have reacted after reading its material? | Why do you think that Buchanan is often considered among historians to be the worst president in American History? Are their reasons justified? | In what ways could you argue that the Civil War was inevitable? Provide two specific examples to support your answer. | Do you think that the South was justified in its decision to secede from the Union? Was the Union justified in its decision to declare war? |
| **Intended Homework** | Unit 3 Vocabulary | Unit 3 Vocabulary | Unit 3 Vocabulary | Unit 3 Vocabulary | NA |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. |
| **Assessment:** | F: Exit SlipS: Unit Exam 11/1 | F: Exit SlipS: Unit Exam 11/1 | F: Exit SlipS: Unit Exam 11/1 | F: Exit SlipS: Unit Exam 11/1 | F: Exit SlipS: Unit Exam 11/1 |