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| **Daily Agenda** | **Mon 10/21/13** | **Tues 10/22/13** | **Wed 10/23/13** | **Thurs 10/24/13** | **Fri 10/25/13** |
| **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:** evaluate the economic, social, and cultural differences of the North and South during the antebellum period.  | **I can:** identify and analyze the technological, social and strategic aspects of the Civil War. | **I can:**  identify and analyze the technological, social and strategic aspects of the Civil War.  | **I can:** evaluate the technological, social and strategic aspects of the Civil War.  | **I can:**  |
| **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 clip; assessment | Active viewing guide; notes | Graphic organizer; discussion | Assessment; lecture; critical thinking |  |
| **Bell Ringer****Activities/ Assignments** | 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 QuizComplete America: The Story of Us--DivisionDiscussion: Was the Civil War Inevitable? | In your opinion, is it justified that James Buchanan is frequently ranked as the worst president in American history? Explain.Video: LincolnNotes: Introduction to the Civil War through Charts, graphs, and pictures | Early Release—1, 3, 5What strategy did the North use against the South? What is your evaluation of this strategy?Graphic Organizer: Advantages and Disadvantages of the North and South during the Civil War.Review: Chapter 10 Readings Notes | What difficulties did the North face during the Civil War?Notes: Turning points of the Civil WarCritical Thinking QuestionsTest #5 | Cougar Connection Day |
| **Exit**  | 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? | What was the platform of the new Republican Party towards the issue of slavery?  | What were the advantages that the South had over the North? Explain. | In what ways did technology, communication and transportation contribute to the Civil War? Give two specific examples to explain your answer |  |
| **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 10/24 | F: Exit SlipS: Unit Exam 10/24 | F: Exit SlipS: Unit Exam 10/24 | F: Exit SlipS: Unit Exam 10/24 | F: Exit SlipS: Unit Exam 10/24 |