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| **Daily Agenda** | **Mon 9/30/13** | **Tues 10/1/13** | **Wed 10/2/13** | **Thurs 10/3/13** | **Fri 10/4/13** |
| **Unit Vocabulary:**  Alexander Hamilton, Cabinet, Two-party system, Federalists, Democratic-Republican, Washington’s Neutrality Proclamation, Whiskey Rebellion, John Adams, XYZ affair, Alien and Sedition Act, Nullification, Thomas Jefferson, Jeffersonian republicanism, National Bank of the United States, *Marbury v. Madison*, Judicial review, Louisiana Purchase, Lewis and Clark Expedition, Impressments, James Madison, Andrew Jackson, Treaty of Ghent, Battle of New Orleans, James Monroe, Era of Good Feelings, Monroe Doctrine, Nationalism, Sectionalism, Henry Clay, War Hawks, John Calhoun, Missouri Compromise of 1820, Second Bank of the United States, Spoils System, Indian Removal Act, John Quincy Adams, Corrupt Bargain of 1824, Jacksonian democracy, Trail of Tears, John Tyler, Panic of 1837, 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 |
| **Learning Target** | **I can:** identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century. | **I can:** identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. | **I can:**  evaluate, take, and defend positions on the development of U.S. foreign and domestic policy during the early nineteenth century.  | **I can:** compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period. | **I can:** identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century.  |
| **Quality Core** | 1. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century.
2. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century.
3. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine).

1. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations).2. Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. |
| **Instructional Practices** | Active Viewing Guide | Cooperative Groups; discussion | Discussion; video clip | Lecture; discussion |  |
| **Bell Ringer****Activities/ Assignments** | What are some challenges that will face our country as we move further west? Provide at least 2 challenges.America: The Story of Us—Westward with Active Viewing GuideDiscussion: Westward Expansion | What changes do you think would be occurring throughout the United States during this time? How does the movement westward impact society?Café Conversation: Antebellum Reform Movements | What impact does the reform movements have on society? Give 2 specific examples to justify your reasoning.The Presidents Video | How would the movement further west led to further division in the United States? Provide two specific reasons to justify your answers.Notes: The Mexican American War | Was the United States within its constitutional perimeters to expand the boundaries of the United States? How?Notes: The Mexican American WarTest #4 |
| **Exit**  | What were the territorial changes that resulted from westward expansion? Explain. | How is the role of women changing during the Antebellum Reform Era?  | How did the Gold Rush change the United States? Think in terms of its social, political and economic impact. | What was the immediate and long term effects of the Mexican War? Give 1 specific example of each. | NA |
| **Intended Homework** | Fredrick Douglas Reading | Fredrick Douglas Reading | Fredrick Douglas Reading | Fredrick Douglas Reading | NA |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. |
| **Assessment:** | F: Exit SlipS: Unit Exam 10/4 | F: Exit SlipS: Unit Exam 10/4 | F: Exit SlipS: Unit Exam 10/4 | F: Exit SlipS: Unit Exam 10/4 | F: Exit SlipS: Unit Exam 10/4 |