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| **Northeast High School Lesson Plan****Topic**: Jacksonian America | **Teacher**: Eleanor Forstater  |
| **Subject**: American History  |
| **Week of**: 11/13/17 – 11/17/17 |
| **Students will engage in: (check all that apply)** |  |
| x Do Now | x Guided Lecture | ☐ KWL | ☐ Revision/Peer Revision | ☐ I-Search | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Ticket Out The Door | x Active Reading | ☐ Jigsaw | x Type 1-5 Writings | x Tech. Integration | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Pair/Share | ☐ Word Splash | ☐ Previewing/Predicting | ☐ Literature Circle | ☐ Lab | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Enduring Understanding:**  |  |
| **Materials/Resources:**  |  |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 |
| **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H |
| **Objective (SWBAT…IOT):****SWBAT** list factors that led to the Westward Expansion, the Oregon Trail, the concept of Manifest Destiny **IOT** to describe conflicts that arose between Texas and Mexico.  | **Objective (SWBAT…IOT):****SWBAT** learn about the importance of the Battle of the Alamo, the impact of the independence of Texas on the USA, and how the USA defeated Mexico in the Mexican-American War **IOT** explain how Texas gained independencefrom Mexico, evaluate the Texas Revolution and assess the Revolution’s impact on the United States, summarize the Mexican-American War and predict the impact the conflict had on the eras that followed. | **Objective (SWBAT…IOT):****SWBAT** explain the Abolitionist Movement, the Second Great Awakening, the Underground Railroad, and how slavery caused tension in the USA during the Antebellum Era **IOT** evaluate the Abolitionist Movement and predict how it impacted the relationship of the North and South in the USA, assess the Underground Railroad and explain the contribution of Harriet Tubman to the system, explain how women organized and began petitioning for equal right in the Antebellum Era and how Elizabeth Cady Stanton and the Seneca Falls Convention influenced the movement of women’s rights. | **Objective (SWBAT…IOT):****SWBAT** explain the conflict that developed over slavery as territories in the west sought to become states, the Compromise of 1850 and the role Henry Clay had in that endeavor, the violence over slavery that erupted in Kansas and in Congress, and where the various political parties stood on the issue of slavery **IOT** compare and contrast the opposing views on slavery in Kansas and predict how those occurrences foreshadow the issue of slavery at the national level, summarize the Compromise of 1850 and predict the effectiveness of the compromise to bring peace between the North and South, explain where various political parties stood on the issue of slavery just prior to the Civil War. | **Objective (SWBAT…IOT):****SWBAT** examine the Dred Scott Decision, the Lincoln/Douglas Debates, Popular Sovereignty, John Brown, and the secession of South Carolina **IOT** evaluate the Dred Scott Decision and explain the impact of the decision on notions of popular sovereignty and the abolitionist movements, compare and contrast the views of Abraham Lincoln and Stephen Douglas in their famous debate in Illinois, assess the choice of South Carolina to secede from the USA and predict how the USA government responded to the secession |
| **Before**: ***Do Now:***Bell Ringer: Manifest Destiny and War with Mexico***General and Domain Specific Vocabulary Words:***Manifest DestinyThe Oregon TrailThe California Gold RushThe Forty NinersMormonsBrigham YoungJoseph SmithStephen Austin | **Before**: ***Do Now:***Bell Ringer: The Alamo***General and Domain Specific Vocabulary Words:***Santa AnnaColonel William TravisThe AlamoSam HoustonTreaty of Velasco in 1836President James K. PolkJohn C. FremontThe Rio Grande RiverMexican-American WarTreaty of Guadalupe Hidalgo in 1848 | **Before**: ***Do Now:***Bell Ringer: The Antebellum Era (1781-1860): Slavery Divides the Nation Part I***General and Domain Specific Vocabulary Words:***The Abolitionist MovementThe Second Great AwakeningUnitarians and TranscendentalistsRalph Waldo EmersonWilliam Lloyd GarrisonThe LiberatorFrederick DouglasNat TurnerThe Seneca Fall Convention of 1848Elizabeth Cady StantonThe Underground RailroadHarriet TubmanHarriet Beecher StoweUncle Tom’s Cabin in 1852 | **Before**: ***Do Now:***Bell Ringer: Slavery Divides the Nation Part 2***General and Domain Specific Vocabulary Words:***CaliforniaThe Missouri CompromiseSecessionHenry ClayThe Compromise of 1850AbolitionismPopular SovereigntyLecomptonTopekaPreston BrooksCharles SumnerThe RepublicansThe DemocratsThe WhigsThe Know Nothing PartyNativismThe Free Soil PartyThe Liberty Party | **Before**: ***Do Now:***Bell Ringer: The Antebellum Era (1781-1860): Slavery Divides the Nation Part 3***General and Domain Specific Vocabulary Words:***Dred ScottThe Dred Scott DecisionChief Justice Roger TaneyThe Lincoln-Douglas DebatesStephen Douglas Abraham LincolnPopular sovereigntyHarper’s FerryJohn BrownSouth CarolinaThe Confederate States of America The American Civil War |
| **During**: ***Teacher Model:***PPT: Manifest Destiny and War with Mexico***Guided Practice:***Guided Notes along with PPT***Cooperative Practice (Groups/Pairs):***<https://www.youtube.com/watch?time_continue=69&v=QxekRM5-uMU>  | **During**: ***Teacher Model:***PPT: Manifest Destiny and War with Mexico Part 2 ***Guided Practice:***Guided Notes along with PPT***Cooperative Practice (Groups/Pairs):***Deconstructing History: Alamo | History<https://www.youtube.com/watch?v=rTCcnbzSMc8> <https://www.youtube.com/watch?v=oueKEtP1pl8>  | **During**: ***Teacher Model:***PPT: Antebellum Act of 1781***Guided Practice:***Guided Notes along with PPT***Cooperative Practice (Groups/Pairs):*** <https://www.youtube.com/watch?time_continue=1&v=uOSYh0KpNP0>  | **During**: ***Teacher Model:***PPT: Slavery Divides the Nation Part 2***Guided Practice:***Guided Notes along with PPT***Cooperative Practice (Groups/Pairs):***  | **During**: ***Teacher Model:***PPT: Slavery Divides the Nation Part 3***Guided Practice:***Guided Notes along with PPT***Cooperative Practice (Groups/Pairs):***<https://www.youtube.com/watch?v=bB_kbFAui-U>  |
| **After *(Independent Practice)***:***Exit Ticket:***Students will complete Exit Slip: The Antebellum Era (1781-1860): Manifest Destiny & War with Mexico | **After *(Independent Practice)***:Content Reading / Worksheet completion***Exit Ticket:***Exit Slip: Manifest Destiny & War with Mexico 2 | **After *(Independent Practice)***:Content Reading / Worksheet***Exit Ticket:***Exit Slip: The Antebellum Era (1781-1860): Slavery Divides the Nation Part I | **After *(Independent Practice)***:Content Reading / Worksheet***Exit Ticket:***Exit Slip: The Antebellum Era (1781-1860): Slavery Divides the Nation Part 2 | **After *(Independent Practice)***:Content Reading / Worksheet***Exit Ticket:***Exit Slip: The Antebellum Era (1781-1860): Slavery Divides the Nation Part 3 |
| **Homework Assigned**: None | **Homework Assigned**:Write a one paragraph summary of the causes and effects of the Mexican-American War. | **Homework Assigned**:None | **Homework Assigned**:Write one paragraph describing each of the following political parties: The RepublicansThe DemocratsThe WhigsThe Know Nothing PartyThe Free Soil PartyThe Liberty Party | **Homework Assigned**:Study for Unit Test  |
| **Common Core Standards by Day:****8.1.U.A. – Evaluate patterns of continuity and change over time, applying context of events****8.1.U.B. – Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.****8.1.U.C. – Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions from research.** |