

Lynn Emery
U.S. History 8th grade

+	MONDAY 5-14-18 ELD field trip	TUESDAY 5-15-18	WEDNESDAY 5-16-18 8 th grade to high school	THURSDAY 5-17-18 PBIS	FRIDAY 5-18-18
CONTENT STANDARD	8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.	8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.	– U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.	– U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.	– U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.
CONTENT OBJECTIVE:	SWBAT discuss the social reforms of the 1800’s and which social reforms still exist today and write to complete guided notes	SWBAT to demonstrate knowledge of reform movements such as Education, Temperance, abolition and women’s rights by creating a magazine cover to present the movement.	SWBAT to demonstrate knowledge of reform movements such as Education, Temperance, abolition and women’s rights by creating a magazine cover to present the movement.	SWBAT to demonstrate knowledge of reform movements such as Education, Temperance, abolition and women’s rights by creating a magazine cover to present the movement.	Review Chapter 12
LANGUAGE OBJECTIVE:	6-8 Recount L1 W: SWBAT write to recount words and phrases related to social reforms	.6-8 Recount L1 W: SWBAT listen to explain social reforms of 1800’s	6-8 Recount L1 W SWBAT write to create a magazine cover.	6-8 EXPLAIN SWBAT orally present magazine cover to class	6-8 Recount L1 W SWBAT write to recount words and phrases to complete review of chapter 12
Vocabulary:	Chapter 12 words		Use in a sentence		Quiz
Assessment					