

Lynn Emery
U.S. History 8th grade

+	MONDAY 5-21-18	TUESDAY 5-22-18	WEDNESDAY 5-23-18	THURSDAY 5-24-18 7 th grade field trip	FRIDAY 5-25-18 ½ day
CONTENT STANDARD	– 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.	– 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 demonstrate knowledge of chapter 12 by completing guided notes for section 3.	Chapter 12 Review SWBAT demonstrate comprehension of chapter 12 to complete a review.	Chapter 12 Review SWBAT demonstrate comprehension of chapter 12 to complete a review.	Chapter 12 test	Mstep reward
LANGUAGE OBJECTIVE:	6-8 Recount L1 W: SWBAT write to recount words and phrases related to section 4	.6-8 Recount L1 W: SWBAT write to explain reform movements of chapter 12	.6-8 Recount L1 W: SWBAT write to explain reform movements of chapter 12	.6-8 Recount L1 W: SWBAT write to explain reform movements of chapter 12	
Vocabulary:	New vocabulary				
Assessment					