



Unit Title:	Unit 5-Compromise	
Unit Vocabulary:	sectionalism infrastructure tariff nullification abolition resistance secession	sovereignty compromise suffrage textile plantation factory industrial compromise
Upcoming Common Assessments (MasteryConnect) :	Summative: No summative - Quarterly project Formatives: 12/3, 12/10	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
M O N D A Y	Standard (write out): 8.3 CX Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world. 8.3 E Utilize a variety of primary and secondary sources to analyze	U5 CC Trail of Tears Painting Analysis	<u>Standards Based Materials & Resources:</u> Indian Removal Act Stations Indian Removal Act Stations Graphic Organizer <u>Content/Academic Vocabulary:</u> Indian Removal Act <u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT and formative -Sentence stems, visuals, word banks -Have groups read shorter passages if	Formative: Gallery Walk/Graphic Organizer	Exit Ticket: How did greed play a role in the Indian Removal act?	Reading Gallery Walk Writing Graphic organizer Inquiry Indian Removal Act Organization Graphic organizer Collaboration Students work in groups

	multiple perspectives on the effects of the Civil War within South Carolina and the United States. Learning Objective Skill (what), Content (why), Product (how): I can analyze and evaluate the Indian Removal Act. I will do this by doing a station walk. I will know I have learned this when I can describe why the Indian Removal Act happened as well as the results.		struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects Opportunities to SWRL: Reading Gallery Walk Writing Graphic organizer Speaking/Listening Think-Pair-Share Costa's Levels of Thinking/Questioning: Level 1: Please list all of the people, objects and activities that you see. Level 2: What is going on in the painting? What can you logically infer? Level 3: Where do you think this scene is taking place?			
T U E S D A Y	Standard (write out): 8.3 CX Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world. 8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States. Learning Objective Skill (what), Content (why), Product (how):	The First Thanksgiving THE PILGRIMS American Experience PBS Bet You Didn't Know: Thanksgiving History Triangle, Circle, Square	Standards Based Materials & Resources: https://www.youtube.com/watch?v=kJ4daPp4uj0 Denmark Vesey Sources/Story Frame Content/Academic Vocabulary: Resistance abolition ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete OSAAT, graphic organizers -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read all the questions. -pair struggling students with higher level students -preferential seating -frequent redirects	Formative: Graphic organizer	Exit ticket: Was Vessey's strategy sound? Why or why not?	Reading Slideshow Writing Graphic organizer Inquiry Denmark Vesey Organization Graphic organizer Collaboration Students work in groups

	I can identify the key details of Denmark Vesey's resistance and the resulting changes. I will do this by reading about Vessy's life, and by completing a graphic organizer. I will know I have learned it when I can decide if Vessey's strategy was sound or not.		<u>Opportunities to SWRL:</u> Reading Slideshow Writing Graphic organizer Speaking/Listening using and listening to academic language in pairs or groups <u>Costa's Levels of Thinking/Questioning:</u> Level 1: According to the video, Americans needed more "Elbow Room" because... Level 2: Florida was ceded to the United States in 1819 from Spain in the Adams-Onis Treaty. Label this state "1819". Level 3: Based on these lyrics, clues from the song, or images in the video, what do you think the phrase "Manifest Destiny" means?			
W E D N E S D A Y	Standard (write out): 8.3 CX Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world. 8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the differing economic and social contexts that existed in the North and the South prior to the Civil War.	Thanksgiving Break	<u>Standards Based Materials & Resources:</u> Thanksgiving Break <u>Content/Academic Vocabulary:</u> sectionalism Infrastructure textile plantation Factory <u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT, Sectionalism Infographic -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire mapping instructions. -pair struggling students with higher level students -preferential seating -frequent redirects <u>Opportunities to SWRL:</u> Reading Map labeling activities Writing Map labeling	Formative: Infographic	Show your group's map to the class/Post in the hall.	Reading Map labeling activities Writing Map labeling Inquiry Sectionalism Organization Map labeling Collaboration Students work in groups

	I will do this by Creating a Sectionalism infographic. I will know I have learned this when I correctly illustrate the differences between the three regions (sections).		Speaking/Listening using and listening to academic language in pairs or groups <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Using the blank template of the United States and the characteristics of each region listed below, record information and draw pictures. Levels 2 and 3: NORTH (Industrial) People: Most cities (more urban) Many factory workers Most reform groups High population growth Geography Cool climate Rocky soil Economy Manufacturing Fishing Wage labor			
T H U R S D A Y	Standard (write out): 8.3 CX Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world. 8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.	Thanksgiving Break	<u>Standards Based Materials & Resources:</u> Thanksgiving Break <u>Content/Academic Vocabulary:</u> sectionalism Infrastructure textile plantation Factory <u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT, Sectionalism Infographic -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire mapping instructions.	Formative: Infographic	Show your group's map to the class/Post in the hall.	Reading Map labeling activities Writing Map labeling Inquiry Sectionalism Organization Map labeling Collaboration Students work in groups

	<u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the differing economic and social contexts that existed in the North and the South prior to the Civil War. I will do this by Creating a Sectionalism infographic. I will know I have learned this when I correctly illustrate the differences between the three regions (sections).		-pair struggling students with higher level students -preferential seating -frequent redirects <u>Opportunities to SWRL:</u> Reading Map labeling activities Writing Map labeling Speaking/Listening using and listening to academic language in pairs or groups <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Using the blank template of the United States and the characteristics of each region listed below, record information and draw pictures. Levels 2 and 3: NORTH (Industrial) People: Most cities (more urban) Many factory workers Most reform groups High population growth Geography Cool climate Rocky soil Economy Manufacturing Fishing Wage labor			
F R I D A Y	Standard (write out): 8.3 CX Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world.	Thanksgiving Break	<u>Standards Based Materials & Resources:</u> Thanksgiving Break <u>Content/Academic Vocabulary:</u> textile plantation <u>ILAP/IEP/504 Scaffolds & Supports:</u>	Formative: Graphic organizer	Quickwrite: How would you have tried to prevent the spread of slavery as cotton production increased?	Reading Slides/graphs/charts Writing Graphic organizer slides Inquiry Cotton Production Surge Organization Graphic organizer slides Collaboration students work in partners/groups

8.3 E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the events that led to the development of cotton as the dominant economic staple in South Carolina. I will learn this by completing a graphic organizer. I will know I have learned it when I can connect the relationship between the growth of the cotton industry and slavery.		-Level 1 and 2 ML, struggling students complete OSAAT and formative -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects <u>Opportunities to SWRL:</u> Reading Slides/graphs/charts Writing Graphic organizer slides Speaking/Listening chart reading <u>Costa's Levels of Thinking/Questioning:</u> Level 1: The increase in cotton production extended sectionalism by... Level 2: In 1800, what percentage of U.S. exports were cotton (graph)? Level 3: Please examine the maps of 1830, 1840 and 1850. Please make one inference between the spread of cotton production and the spread of slavery.			
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