

POVLACS

APUSH	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS/COS/ACT:	AP Period 4B: 1800-1848; Reform Movements; ACT #4: Reform Movements; ALCOS #5 ; CCRS #7 Main Idea; Differing points of view				
Before:	Warm-Up: How did the U.S. economy become innovative in the early 1800's? How does it compare to other time periods?	Warm-Up: How did changes in democracy shape the reform movements of the 1800's?	Warm-Up: How were anti-slavery efforts reflective of geographical interests (N/S)?	Warm-Up.; Slavery growth questions on the overhead	Warm-Up: Reform Movement quotes, evaluate
During:	Rev. Ch. 14 Notes; 3rd period will review Market Rev. Docs; 6th Period will complete Socratic Seminar; Students will examine Irish Immigration propaganda and evaluate; Students will choose a person of interest to prepare a slide, rubric provided, presentation on Thursday	Ch. 15 Notes; Students will work in groups on a reform movement research activity. They will prepare a slide show detailing key people, goals, successes, failures, etc. of the reform movement.; Due Thursday	Students will take Doc Readings, Scoring Rubric, and they will begin to construct an in-class DBQ.	Reform Movement Activity; Students will continue peer grading and will complete their DBQ	Period 4A & 4B Tes; Begin Unit 5
After:	Students will be given slavery documents to read and analyze to begin the 1st DBQ unit.	Students will be introduced to the DBQ scoring rubric if time permits, if not, it will be homework, students will read and annotate.	Students in each group will work on different components of the DBQ, we will put the parts together to make a working DBQ.	Students will write SFI brainstorm for Period 4B; Students will evaluate themes for Period 4B	DBQ continue
Desired Outcome:	Students will be able to identify the factors that led to the Market Revolution as well as the themes of U.S. history affected by various individuals.	Students will be able to determine the motivations for various reform movements in the mid-1800's.	Students will understand the differences and similarities between the LEQ and DBQ.	Students will be able to explain the components of the APUSH DBQ and write a coherent DBQ.	Students will be able to analyze effects of economic changes on American society throughout the 1800's.
Formative/ Summative Assessment:	Slide criteria	Reform Movement Rubric	DBQ Scoring Rubric	DBQ scoring rubric	Slide Rubric; DBQ
Higher Order Questions:	How did the inventiveness of the time period transform the lives of ordinary Americans?	How did the reform movements of the mid-1800's continue after the Civil War?	How did the anti-slavery movement begin?	Why did the anti-slavery movement encounter challenges in the government?	How did population growth in the early to mid-1800's affect U.S. politics?
Homework:	DBQ written in class for a minor grade; Breakfast Club Wednesday	Period 4A & 4B Test Friday			