

POVLACS

HON US HIST I (Skinny)	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS/COS/ACT:	ACT #1B Building A Nation -. ALCOS #. CCRS RH 10-3 Analyze series of events, determine whether earlier events caused later ones. 10-6 - Compare the point of view of two or more authors on the same or similar topic				
Before:	Warm-Up: How did Nationalism affect westward expansion?	Warm-Up: What would motivate you to move to a new place and why?	Warm-Up: Read quotes of literature from the nationalistic era	Warm-Up: View Political cartoon of King Andrew. Evaluate.	Warm-Up: Can you think of a controversial political issue today that divides politicians or the nation? What are the viewpoints?
During:	Ch. 7 SEction 1 Questions review	Students will take notes on Ch. 7 Section 2	Students will read literature samples from the 1800's and complete analysis	Notes: Ch. 7.3	Students will continue to learn about Andrew Jackson's view of the bank, nullification, through documents
After:	Students will complete an interactive economic trade activity related to the Market Revolution.	Students will complete "More things change..." on Westward expansion	Students will share samples with other groups.	Students will research Indian Removal Act through documents and online resources. Students will be able to compare viewpoints on Ind. Removal.	Students will complete Apples and Oranges diagram on each topic.
Desired Outcome:	Students will be able to identify items made in states and regions of the U.S. and items traded with various regions.	Students will be able to identify factors that encouraged expansion and treaty negotiations.	How does a national identity develop and influecne things like literature, art, and music?	Students will be able to identify motivations for Jackson's decision to relocate natives.	Students will be able to identify opposing viewpoints.
Formative/ Summative Assessment:	Trade / Questions	More Things Change	Literature examples	Viewpoints.	Apples and Oranges.
Higher Order Questions:	Were regions of the U.S. isolated or dependent on one another for economic survival? Provide an example.	How did the Missouri Compromise impact nationalism and sectionalism in the U.S.?	Students will be able to identify the source of artistic development in the nationalistic era.	How did Jackson view the Natives of Alabama?	Why did Jackson feel threatened by the National bank?
Homework:					