
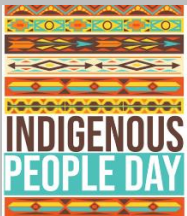



\*\* Lesson plans may deviate from day to day, as they are listed, due to pertinent conversation that may arise and/or additional attention that may be afforded to certain subjects. \*\*

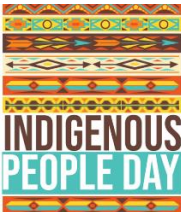
	MONDAY-9/4	TUESDAY-9/5	WEDNESDAY-9/6	THURSDAY-9/7	FRIDAY-9/8
American Cultures - II IL, Pd. 4	Assignments Due:  Today's Lesson:	Assignments Due:  Today's Lesson:	Assignments Due:  Today's Lesson:	Assignments Due:  Today's Lesson:	Assignments Due:  Today's Lesson:
	<div style="text-align: center;">  <p><b>No School – Indigenous People And Columbus Day {Act 80 In-service Day}</b></p>  </div>	<p><u>Essential Questions:</u> Why were working conditions so dangerous in inner city factories?</p> <p>What feelings and emotions do you associate w the Statue of Liberty?</p> <p>Understand where the pool of “old” immigrants came from and why those locations changed over time:</p> <ul style="list-style-type: none"> <li>• Word Wall, etc.</li> <li>• 20.1 Alternative Activity Worksheet</li> <li>• Begin analysis of 20.2</li> </ul>	<p><u>Essential Questions:</u> What are pull factors?</p> <p>What are push factors?</p> <p>Understand where the pool of “old” immigrants came from and why those locations changed over time:</p> <ul style="list-style-type: none"> <li>• Complete 20.2 info</li> </ul>	<p><u>Essential Questions:</u> What do you like to do for fun?</p> <p>What if mom and dad weren’t available to drive you there... transportation options?</p> <p>Understand what leisure activities were available in the cities and the new transportation systems available to get folks there:</p> <ul style="list-style-type: none"> <li>• 20.2 Activity Worksheet</li> <li>• Begin 20.3 Info</li> </ul>	<p><u>Essential Questions:</u> How did trolleys and streetcars encourage city growth?</p> <p>How did professional sports affect the lives of people in this era? In our era?</p> <p>Understand what leisure activities were available in the cities and the new transportation systems available to get folks there:</p> <ul style="list-style-type: none"> <li>• Conclude 20.3 info</li> <li>• 20.3 Workbook Activity Worksheet</li> <li>• 20.3 Alternative Activity Worksheet</li> </ul>
	Homework:	Homework:	Homework:  <b>20.2 Workbook Activity Worksheet &amp; Section Review ?s</b>	Homework:	Homework:

Assignments Due:

Today's Lesson:



**No School –  
Indigenous People  
And  
Columbus Day  
{Act 80  
In-service Day}**



Homework:

Assignments Due:

Today's Lesson:

Essential Questions:

What colonies make up the NE Region of the United States?

What colonies make up the Middle/Southern region of the US?

Understand how colonists became less dependent upon England and analysis of the concept of mercantilism:

- Map Intro (13 Colonies)
- Begin 4.2 Notes

Homework:

**4.2 Vocabulary  
Worksheet**

Assignments Due:

Today's Lesson:

Essential Questions:

What colonies make up the NE Region of the United States?

What colonies make up the Middle/Southern region of the US?

Understand how colonists became less dependent upon England and analysis of the concept of mercantilism:

- Map Review (13 Colonies)
- Conclude 4.2 Notes

Homework:

**4.2 Activity  
Worksheet**

Assignments Due:

Today's Lesson:

Essential Questions:

What were the territories involved w/in the Triangular Trade?

What were the primary items being traded?

Understand the Triangular Trade, victims of that trade and westward movement onto Native lands:

- Begin analysis of 4.3 material

Homework:

Assignments Due:

Today's Lesson:

Essential Questions:

What were the territories involved w/in the Triangular Trade?


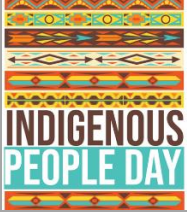
What were the primary items being traded?

Understand the Triangular Trade, victims of that trade and westward movement onto Native lands:

- Conclude analysis of 4.3 material


Homework:

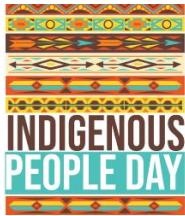
**4.3 Activity  
Worksheet**

	<p>Assignments Due:</p>   <p>Today's Lesson:</p>    <p><b>No School – Indigenous People And Columbus Day {Act 80 In-service Day}</b></p>    <p>Homework:</p>	<p>Assignments Due:</p>   <p>Today's Lesson:</p>   <p><u>Essential Questions:</u></p> <p>Who were the powerful in the MBC?</p> <p>What was one accomplishment of the FOoC?</p> <p>Understand how conflicts over religion and politics were resolved in colonial New England:</p> <ul style="list-style-type: none"> <li>• <b>IRN #4</b> and <b>IRN #5</b></li> <li>• Analyze Hooker thru Hutchinson</li> <li>• 2.3 Reteaching Act</li> </ul>   <p>Homework:</p> <p><b>pearsonrealize.com</b></p> <p><b>Text 2.3.5: New Colonies Form Over Religious Differences</b></p> <p><b>2.3 Reteaching Activity</b></p>	<p>Assignments Due:</p>   <p>Today's Lesson:</p>   <p><u>Essential Questions:</u></p> <p>What is a theocracy?</p> <p>Why was Anne Hutchinson banished from the MBC?</p> <p>Understand how conflicts over religion and politics were resolved in colonial New England and fostered the creation of new colonies:</p> <ul style="list-style-type: none"> <li>• Exchange and Discuss 2.3 Reteaching Activity</li> <li>• Begin analysis of Pequot War</li> </ul>   <p>Homework:</p> <p><b>pearsonrealize.com</b></p> <p><b>Text 2.3.6: War Erupts Between Puritans and NA</b></p> <p><b>IRN #6</b></p>	<p>Assignments Due:</p>   <p>Today's Lesson:</p>   <p><u>Essential Questions:</u></p> <p>What created tension amongst the English and natives?</p> <p>How did the physical characteristics of the environment contribute to conflict between colonists and natives?</p> <p>Understand reasons for conflict between settlers and Natives:</p> <ul style="list-style-type: none"> <li>• Conclude of Pequot and King Phillips’s War</li> <li>• Begin analysis of the structure and function of New England towns, as time permits</li> </ul>   <p>Homework:</p> <p><b>pearsonrealize.com</b></p> <p><b>Text 2.3.7: The Towns of New England</b></p> <p><b>IRN #s 7 - 8</b></p>	<p>Assignments Due:</p>   <p>Today's Lesson:</p>   <p><u>Essential Questions:</u></p> <p>What created tension amongst the English and natives?</p> <p>How did the physical characteristics of the environment contribute to conflict between colonists and natives?</p> <p>Understand reasons for conflict between settlers and Natives:</p> <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Discuss IRN #7 &amp; 8</li> <li>• Conclude analysis of the structure and function of New England towns</li> </ul>   <p>Homework:</p> <p><b>2.3 Vocabulary Activity</b></p>
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Assignments Due:

Today's Lesson:

  
**No School –  
 Indigenous People  
 And  
 Columbus Day  
 {Act 80  
 In-service Day}**



Homework:

Assignments Due:

Today's Lesson:

Essential Questions:  
 What are the major topics being addressed in Sinclair's *The Jungle*?

What motivated muckrakers to take on these reform efforts?

Understand how muckrakers inspired reform:

- Conclude analysis of muckrakers
- Ludlow Massacre
- Sinclair's *The Jungle* excerpt
- **IRN #14**

{use Pearson Primary Sources: *The Jungle*}

Homework:

**IRN #15**

**pearsonrealize.com**

**11.3.5  
 Progressive Reforms**

**IRN #16**

Assignments Due:

Today's Lesson:

Essential Questions:  
 How did ending the spoils system affect citizen's lives?

Which of the gov't reforms discussed gives people the most democratic power?

Understand the Progressives and their reforms:

- Begin analysis of 11.3.5 material

Homework:

Assignments Due:

Today's Lesson:

Essential Questions:  
 How did political reforms like initiative and referendum lead to wider social and political reforms?

Do you think many of these changes come about without the work of muckrakers?

Understand the Progressives and their reforms:

- Conclude 11.3.5 material

Homework:

**11.1 – 11.3  
 Review Packet**

Assignments Due:

Today's Lesson:

Essential Questions:  
 How did muckrakers influence today's media reporters and citizens?

What are some changes that you could enact to make our area, state or country a better place?

Understand the Progressives and their reforms:

- Check and score Review Packet
- 11.3 Quiz
- Study Guide review (Test Prep)

Homework:

**11.1 – 11.3  
 Test  
 Tuesday,  
 10/22**

