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| **Class/Subject: World History “B”** | **Day 16: Abolition Revolution**  |
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| **Objective(s)****SWBAT…Create a schematic and remind themselves of prior learning from 1607-2001. SWBAT evaluate the reasons why abolitionism occurred and place America in the broader construct of the revolution.**  | **GLCE/CCS****Topic:** *WHG 6.2.1:*Political Revolutions - Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions).*WHG 6.1.4:*Changes in Economic and Political Systems - Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).  |
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| **Materials:*** **List of dates**
* **Film clip, “Brief History of the United States” (historiography)**
* **Abolition timeline- causes?**
* **Reading of the Emancipation Proclamation**
* **PowerPoint**
 | **Procedure/Activities:** * **News/This Day in History**
* **Students work in groups to, “fill in the dates”**
* **Film clip**
* **Class evaluation of abolition timeline**
* **Read the Emancipation Proclamation/highlight**
* **PowerPoint- America’s story: Is it a world story or unique?**
* **Summation**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_X\_\_ Other(primary source analysis) |
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| **Assessment: This material will appear on the Unit IV Examination**  | **Notes** |