**Road Map and Learning Targets/Objectives for Mr. Kay’s Class**

**Chapter 10**

**Week 1**

**8th Grade Social Studies:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Tear and Share for chapter 10 (Cooperative learning)**
3. **Quiz Quiz Trade on chapter 10 (Cooperative learning)**
4. **Big 3 Warm Ups (Bell Ringer)**
5. **On-Line Quizzes Chapter 10 sections 1 and 2 (Exit Ticket)**
6. **Cornell Notes: Chapter 10 (Note taking)**
7. **Power Point Review Presentations for chapter 10 sections 1 through 2**
8. **Chapter 10 Trial of Tears Project Introduction**
9. **Assessments and Extended Learning Opportunities**
10. **Four Big 3 Warm Ups this week: 3rd set of Big 3 Warm Ups for 2nd Semester are due next Thursday.**
11. **Big 3 Warm Ups for the 2nd set of Big 3 Warm Ups for 2nd semester are due on Monday.**
12. **\*Any absent work from last week is due on Monday.**
13. **Cornell Notes for Chapter 10 are due next week.**
14. **Trial of Tears Project is due Wednesday on March 19th.**

**\*Subject to modification and change throughout the week**

**8th Grade Social Studies:**

**C. Learning Targets and Objective**

**\*Students will be able to** **explain the impact of regional differences grew during Jackson’s presidency.**

**\*Students will be able to understand how democracy expanded in the 1820s as more Americans held the right to vote.**

**\*Students will be able to identify Jackson’s policies and how it led to the Panic of 1837.**

**\*Students will be able to explain the causes and effects of the Indian Removal Act and the relocation of Native Americans to the West.**

**\*Students will be able to** **understand why Jackson’s attack on the Bank sparked controversy.**

**\*Students will be able to explain Jackson’s victory in the election of 1828 marked a change in American politics.  
\*Students will practice testing each other with critical thinking questions during Quiz Quiz trade learning activity.  
\*Students will be able to remember, understand, analyze, evaluate, and create when explaining main ideas in chapter 10.**

**\*Students will be able to explain and communicate data about the Trail of Tears on a poster.**

**\*Students will be able to describe how the rights of the states were debated amid arguments about a national tariff.**

**\*Students will be able to explain Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.**

**\*Students will be able to read and understand primary and secondary documents that are germane to the events and points of view of the Trail of Tears.**