

**Weekly Agenda**  
**October 17-21, 2016**

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, October 17	<ul style="list-style-type: none"> <li>EQ: How do religious groups and ideas affect American society and political life?</li> <li>SQ: How does historical context help explain the Second Great Awakening and the rise of 19<sup>th</sup> Century reform movements?</li> <li><b>Activity: Writing topic and discussion.</b></li> </ul>	<ul style="list-style-type: none"> <li>EQ: How do artistic, philosophical, and scientific ideas develop and shaped society and institutions?</li> <li>SQ: Did the early 19<sup>th</sup> Century reform movements seek to expand democratic ideals?</li> <li><b>Activity: Document Based Activity—Reform Movements—and PHIA Practice.</b></li> </ul>	<ul style="list-style-type: none"> <li>Watch Dorky History Teacher, "<a href="#">James K. Polk and Manifest Destiny</a>," and complete Viewing Notes.</li> <li><b>Notes due to TurnItIn by 8:05 AM on Tuesday, 10/18.</b></li> <li>Watch <b>Crash Course USH, <a href="#">Women in the 19<sup>th</sup> Century</a></b> and complete Viewing Notes.</li> <li><b>Notes due to TurnItIn by 8:05 AM on WEDNESDAY, 10/19.</b></li> <li><a href="#">Territorial Acquisition Map</a> provided. This is not due, but students need to be familiar with what was acquired, from whom, when, and the circumstances behind the acquisition.</li> </ul>
Tuesday, October 18 <b>Van Over Out</b>	<ul style="list-style-type: none"> <li>Case Study: Texas <ul style="list-style-type: none"> <li>View from Ken Burns' <i>The West</i>,</li> <li>Determine the reasons settlers moved to Texas</li> </ul> </li> <li>Determine how the Texas experience is indicative of the American character</li> </ul>	<ul style="list-style-type: none"> <li>Case Study: Texas <ul style="list-style-type: none"> <li>View from Ken Burns' <i>The West</i>,</li> <li>Determine the reasons settlers moved to Texas</li> </ul> </li> <li>Determine how the Texas experience is indicative of the American character</li> </ul>	<ul style="list-style-type: none"> <li>Remember: Watch <b>Crash Course USH, <a href="#">Women in the 19<sup>th</sup> Century</a></b> and complete Viewing Notes.</li> <li><b>Notes due to TurnItIn by 8:05 AM on WEDNESDAY, 10/19.</b></li> </ul>
Wednesday, October 19 <b>PSAT Schedule</b> <b>Van Over Out</b>	<ul style="list-style-type: none"> <li>Specified Topic Review</li> </ul>	<ul style="list-style-type: none"> <li>Specified Topic Review</li> </ul>	<ul style="list-style-type: none"> <li>Study for your test! No essay.</li> <li><b>Final Presidential Debate, 6:00 PM, available for Extra Credit, due Monday, 10/24</b></li> <li><b>Online Study Session, approx. 7:45 PM (when debate finishes.)</b></li> </ul>
Thursday, October 20	<ul style="list-style-type: none"> <li><b>APUSH Period 4 (1800-1848) Unit Exam</b></li> </ul>	<ul style="list-style-type: none"> <li>View Crash Course USH, <a href="#">Slavery</a> and note the evolution of the institution from the colonial period to the antebellum—and, how sectional responses to slavery develop.</li> </ul>	<ul style="list-style-type: none"> <li>Finish watching the Crash Course USH episode on <a href="#">Slavery</a>, if necessary.</li> <li>Watch/Read Chapter 16 using <a href="#">DHT Vid</a> and <a href="#">Outline Notes</a>. Be sure to look at Unit Guide for important stuff! There is nothing to turn-in, but there's plenty to do!</li> </ul>
Friday, October 21	<ul style="list-style-type: none"> <li>EQ: How (and why) do regional identities emerge over time? <ul style="list-style-type: none"> <li>SQ: What historical events are the antecedents of how sectional differences lead to disunion?</li> </ul> </li> <li><b>Activity:</b> Quick Rundown of Sectional Topics: KY-VA Resolutions, Nullification, Texas Annexation, Missouri Compromise, Mexican War, Manifest Destiny</li> </ul>	<ul style="list-style-type: none"> <li>EQ: How do things get so bad that extreme solutions seem to be the answer? <ul style="list-style-type: none"> <li>SQ: What is the view of slavery in the South, and how does that relate to the sociopolitical structure of the region?</li> </ul> </li> <li><b>Activity:</b> Examining Views of Slavery from the Southern Perspective</li> </ul>	<ul style="list-style-type: none"> <li>Watch selected segments from <a href="#">Africans in America, Episode 4, "Judgment Day</a>," and <b>provide notes only on any terms that correspond to your Unit Guide.</b> Two points of EC is available if you include a separate summary about Butler Plantation.</li> <li>Viewing Notes due to TurnItIn on Monday, 10/24, at 8:05 AM.</li> <li><b>No quiz next week.</b></li> <li>APUSH Period 5 (1844-1877) test on <b>Friday, 10/28</b>. Multiple choice only. Use "modified reading" for chapters 16, 18, 19, 20, 21, 22 (Vids and Outlines) that is detailed in the Unit Guide.</li> </ul>

**Special Notes:**

- Mid-Term Exams: Monday, 10/31 and Tuesday, 11/01. Study sessions will be scheduled throughout the week.

Quote of the Week:

"Success is not final, failure is not fatal: it is the courage to continue that counts."

- Winston Churchill—British orator, author, and Prime Minister during World War II, 1874—1965