**Teacher Name : Leslie Baloga Subject : US Studies I Start Date(s): December 9 , 2019 Grade Level (s): 10th Grade**

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|  **Building : DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Student Objective: Students will connect the ideas of the Manifest Destiny, war for Texas independence, and war with Mexico and how they led to the expansion of the United States.  | 3 | Students will listen to a brief power point presentation and then work on the following* Students will make a cause and effect chart analyzing the Mexican-American War.
* Students should especially note the territory won by the United States.
* Students should be able to explain their chart to the class.
 | WGSG | Power PointComputerTextbook | Formative- chartSummative- Student Self - Assessment- |
| 2 | Student Objective: Students will connect the ideas of the Manifest Destiny, war for Texas independence, and war with Mexico and how they led to the expansion of the United States.  | 3 | Students will listen to a brief power point presentation and then work on the following: * Students will analyze the map of the United States on page 312 of their text book.
* Students will answer questions 1-3 under Map Skills.
* Then write a ¾ page reflection thinking about the following questions:
* Why do you think the railroad was so essential to the success of the United States in the 1800s?
* And…
* How did the Mexican-American War serve to heighten tensions over slavery?
* Be able to share your answers with the class.
 | WGSG | Power PointComputerTextbook  | Formative- questionsSummative- Student Self - Assessment- |
| 3 | Student Objective: Students will connect the ideas of the Manifest Destiny, war for Texas independence, and war with Mexico and how they led to the expansion of the United States.  | 3 | Students will listen to a brief power point presentation and then work on the following* Students should complete one of the following:
* A political cartoon that uses humor to describe the events of the Gold Rush
* A story that takes place during the California Gold Rush, told in either first or third person.
* A propaganda poster that is trying to promote people going out west in search for gold.
* Students will share their creation with the class.
 | WGSG | Power PointComputerTextbook | Formative- cartoon Summative- Student Self - Assessment- |
| 4 | Students will take their chapter 9 test and then work on their DBQ | 3 | Students will take their chapte 9 test and then work on their DBQ  | WGSG | Power PointComputerTextbook | Formative- Summative- test Student Self - Assessment- |
| 5 | Student Objective: Students will compare and contrast the economies, societies, and political views of the North and South.  | 3 | Students will listen to a brief power point presentation and then work on the following:* Students should use the internet news sites from examples of conflict between states’ rights and federal power.
* Then, each student should write a reflection that explains both sides of the conflict.
* Be able to share with the class.
 | WGSG |  Power PointComputerTextbook | Formative- graphic organizer Summative- Student Self - Assessment- |
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