**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. | WG  SG | Power Point  Computer  Textbook | Formative- chart  Summative-  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. | WG  SG | Power Point  Computer  Textbook | Formative- questions  Summative-  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. | WG  SG | Power Point  Computer  Textbook | 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 | WG  SG | Power Point  Computer  Textbook | 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. | WG  SG | Power Point  Computer  Textbook | Formative- graphic organizer  Summative-  Student Self - Assessment- |
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