**Teacher Name : Leslie Baloga Subject : US Studies I Start Date(s): September 9, 2019 Grade Level (s): 9th 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: All students will analyze the events that increased tensions between Britain and its colonies. | 2 | Students will take part of a classroom lecture then be expected to work on the following:   * Students will be assigned to a group and be given one tax that they need to research: * Sugar Act, Quartering act, Stamp Act, Tea Act, Townshend Act, Intolerable Act/ Coercive Act * Students will create a poster describing their tax. * The Poster needs to include:   + The name of the act   + The time period   + A summary of what the act established   + And colonists response to the Act. | Sg | Power point  Computers  Internet | Formative-  poster  Summative-  Student Self - Assessment- |
| 2 | Student Objective: All students will analyze the events that increased tensions between Britain and its colonies. | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * Students should research to find stories about nations that have recently declared independence or are presently working toward it. * Students will then write a one page reflection, that they will share with the class, stating the reasons for independence and the challenges that the movement is facing, and how the United States may or may not have influenced their move towards independence. | SG | Powerpoint  Computers  Internet | Formative-  Reflection  Summative-  Student Self - Assessment- |
| 3 | Student Objective: All students will analyze the events that increased tension between Britain and its colonies. | 2 | Students will take part of a classroom lecture then be expected work on the following:   * The class will be broken into two groups. Each group will elect 6 representatives for their debate. Each person will be responsible for arguing the point that they were assigned for 2 minutes. * One side will argue for the Patriots, the other for the Loyalists. * If you were not elected to speak by your group, you will be responsible for helping your group prepare and you will be responsible for the next debate. | Sg | Powerpoint  Computers  internet | Formative-  debate  Summative-  Student Self - Assessment- |
| 4 | Student Objective: All students will analyze the events that increased tension between Britain and its colonies. | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * The class will be broken into two groups. Each group will elect 6 representatives for their debate. Each person will be responsible for arguing the point that they were assigned for 2 minutes. * The groups will debate this statement: * The Revolution owes its success to the printing press. * If you were not elected to speak by your group, you will be responsible for helping your group prepare. If you were already elected for the last debate, you will not be doing this debate. | SG | Powerpoint  Computers  internet | Formative-  debate  Summative-  Student Self - Assessment- |
| 5 | Student Objective: All students will synthesize the main ideas within the Declaration of Independence. | 2 | Students will take part of a classroom lecture then be expected to work on the following:   * Students will be broken into four groups created by me. * Students will be designated a section of the Declaration. (Preamble, Declaration of Rights, List of Grievances, and Resolution of Independence) * Students will “translate” and explain the importance of any of the statements in their part of the declaration to the rest of the class. * Students will be asked to create a short power point presentation and present the information to the class. | SG | Power Point  Computers  Internet | Formative- presentation  Summative-  exam  Student Self - Assessment- |
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