**Teacher Name : Leslie Baloga Subject : US Studies I Start Date(s): September 30, 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: Students will analyze the weaknesses and the effects of the Articles of Confederation | 2 | Students will take part of a classroom lecture then be expected to work on the following:   * + Focus your attention on page 138 “focus on Geography”.   + Read and look at all the diagrams on this page.   + Students will come up with problems and benefits that would arise from the way surveyors divided the land under the 1785 ordinance. | Sg | Power point  Computers  Internet | Formative- questions  Summative-  Student Self - Assessment- |
| 2 | .  Student Objective: Students will analyze the weaknesses and the effects of the Articles of Confederation | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * Read about the farmers revolt in Massachusetts on page 140-141. * Answer the following questions in your notebook… * Write a brief summary of what Shay’s Rebellion is. * How did other states avoid a rebellion? * What weaknesses in the Articles of Confederation led to Shay’s Rebellion? * What events suggested that a stronger national government was necessary? | SG | Powerpoint  Computers  Internet | Formative- questions  Summative-  Student Self - Assessment- |
| 3 | Student Objective; Students will compare and contrast the different plans proposed at the Constitutional Convention | 2 | Students will take part of a classroom lecture then be expected work on the following:   * Create a Graphic organizer that compares and contrast the Virginia plan with the New Jersey Plan. You should use your text book (Pages 144-148). Also, you should include all compromises that were made within your graphic organizer. | Sg | Powerpoint  Computers  internet | Formative-graphic organizer  Summative-  Student Self - Assessment- |
| 4 | Student Objective: Students will compare and contrast the different views of Federalist and Anti-Federalists | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * Students will read their text book and create a graphic organizer that compares and contrasts the Federalists and the Anti-Federalist. You should use information on page 151 of your text book to help with this assignment. | SG | Powerpoint  Computers  internet | Formative- graphic organizer  Summative-  Student Self - Assessment- |
| 5 | . Student Objective: Students will describe and explain the steps taken to ratify the Constitution | 2 | Students will take part of a classroom lecture then be expected to work on the following:   * On page 157 of your text, Read James Madison: The Federalist No. 10 paper under Primary Source. After you read, please answer the following questions:   + Why was this document created?   + What is the main idea of this document? Is it fact or opinion?   + Is the information bias or accurate? WHY?   + Does Madison consider factions to be good or bad for the nation? Justify your answer by using specific examples from the text.   + How does Madison attempt to convince the public that the Constitution is a good idea? Give specific details. | SG | Power Point  Computers  Internet | Formative- DBQ  Summative-  Student Self - Assessment- |
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