**Teacher Name : Leslie Baloga Subject : US Studies I Start Date(s): October 7, 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 | Students will take their chapter test and then work on their DBQ | 2 | Students will take their chapter test and then work on their DBQ | Sg | Power pointComputersInternet | Formative- DBQSummative- TestStudent Self - Assessment- |
| 2 | . Student Objective: Students will analyze Hamilton’s programs for dealing with National and State Debt. | 3 | Students will take part of a classroom lecture then be expected to work on the following:* Students will review the information on Hamilton’s plan and write two letters:
* The first letter will be from Hamilton to George Washington asking him to consider his plan and his reasoning behind it.
* The second letter will be George Washington’s response.
* Be able to share your letters to the class.
 | SG | Powerpoint Computers Internet | Formative- lettersSummative- Student Self - Assessment- |
| 3 | Students will connect specific issues that led to the emergence of political parties.  | 2 | Students will take part of a classroom lecture then be expected work on the following:* Create a graphic organizer that compares and contrasts the first 2 political parties: Federalists and Democratic Republicans.
* You can use your text (pages 196-197) and the internet to complete your graphic organizer.
* Be able to share with the class your results.
 | Sg | PowerpointComputersinternet | Formative-graphic organizerSummative- Student Self - Assessment- |
| 4 | **Student Objective: Students will critique the actions John Adams took as President.** | 3 | Students will take part of a classroom lecture then be expected to work on the following:* Using the information from your Power Point and the information on pages 200-201, you will be split into two groups for a debate.
* The first group will argue as if they were a Democratic Republican living in this time period that supports the French Revolution.
* The second group will argue as if they were a Federalist living in this time period that does not support the French Revolution.
 | SG | PowerpointComputersinternet | Formative- debate Summative- Student Self - Assessment- |
| 5 | . **Students will prove why the election of 1800 was pivotal in American politics.**  | 2 | Students will take part of a classroom lecture then be expected to work on the following:* + Using the information from the Power Point and the reading, answer the following questions and be prepared to discuss with the class:
	+ How did Adams compare to Washington?
	+ How did U.S. policy towards France change under Adam’s administration?
	+ Were the Alien and Sedition Acts justified under the circumstances. Explain.
	+ Why do you think the Framers did not foresee the problem the emerged during the election of 1800?
 | SG | Power PointComputersInternet  | Formative- questionsSummative- Student Self - Assessment- |
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