**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 point  Computers  Internet | Formative- DBQ  Summative- Test  Student 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- letters  Summative-  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 | Powerpoint  Computers  internet | Formative-graphic organizer  Summative-  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 | Powerpoint  Computers  internet | 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 Point  Computers  Internet | Formative- questions  Summative-  Student Self - Assessment- |
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