**Teacher Name : Leslie Baloga Subject : US Studies II Start Date(s): January 27 , 2020 Grade Level (s): 1oth 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 factors that led to the industrialization of the United States in the late 1800s.  | 3 | * Students will listen to a brief Power point presentation and then work on the following: Students should look at the time line “Major Inventions of the 1800s” on page 438 and 439.
* Choose one of the inventions discussed in the timeline and write a reflection about how they could have completed a particular task with and without the new technology.
 | WGSG | Power PointComputerTextbook | Formative- invention projectSummative- Student Self - Assessment- |
| 2 | Student Objective: Students will analyze the factors that led to the industrialization of the United States in the late 1800s.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students should look at page 441.
* Students should then go into groups of 2.
* One partner will be from an rural area, the other from an industrialized area.
* One partner will write a letter from the rural area to a family member in the city, asking questions about city life.
* The other partner will write a response that answers the questions and describes the route the rural family member should take to visit the city.
* Be able to share with the class.
 | WGSG | Power PointComputerTextbook | Formative- letters Summative- Student Self - Assessment- |
| 3 | Student Objective: Students will analyze the different methods that businesses used to increase their profit at the end of the 1800s | 3 | Students will listen to a brief Power point presentation and then work on the following:* Suppose you own a small business that is in competition with a monopoly or cartel in the 1800s.
* Write a reflection that explains the difficulties your business faces.
* Be able to share with the class.
 | WGSG | Power PointComputerTextbook | Formative- reflection Summative- Student Self - Assessment- |
| 4 | Student Objective: Students will analyze the different methods that businesses used to increase their profit at the end of the 1800s | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students should create a semi-detail timeline of regulations that were based on big business between the years 1887-2017. You do not have to list all acts or laws, just the ones you find to be important. Please be able to share with the class.
* After reviewing what each group came up with, students will be asked to complete the following questions:
	+ Do different eras or presidencies have different approaches to big business? Explain using specific examples.
	+ As time went on, were there different problems that came to light for the United States? If so, what were they?
	+ Lastly, in general do you think the US is moving towards more regulation on big business or less? Do you agree with this trend.
 | WGSG | Power PointComputerTextbook | Formative- questionsSummative- Student Self - Assessment- |
| 5 | Student Objective: Student will assess the problems that workers faced in the late 1800s | 3 |  Students will listen to a brief Power point presentation and then work on the following:* Look at page 453 Primary Source, The Knights of Labors opening introduction to their Constitution.
* Rewrite the opening paragraph in modern day wording.
* Be able to explain and read to the class.
 | WgSG | Power PointComputerTextbook | Formative- rewriteSummative- Student Self - Assessment- |
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