**Teacher Name : Leslie Baloga Subject : US Studies III Start Date(s): January 27 , 2020 Grade Level (s): 11th 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 explain how dictators and militaristic regimes arose in several countries in the 1930s.** | 3 | * Students will listen to a brief Power point presentation and then work on the following:
* Students will look at Mussolini, Hitler, and Stalin and research how they controlled the media within their given states.
* Students will then write a one page reflection that discusses how control of the media can influence public perceptions of political leaders and the importance of freedom of press.
* Students will be asked to share their work with the rest of the class.
 | WGSG | Power PointComputerTextbook | Formative- reflection Summative- Student Self - Assessment- |
| 2 | **Students will analyze the responses of Britain, France, and the United States to the aggressive regimes.**  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students will create two types of propaganda. The first one would be propaganda that supports the idea of appeasement. The second would be propaganda that supports the idea of war.
* Students can create a flyer, a piece of writing, a political cartoon, etc.. Or a variety of two of these things.
* Students will then share their propaganda with the class.
 | WGSG | Power PointComputerTextbook | Formative- propaganda Summative- Student Self - Assessment- |
| 3 | **Student Objective: Students will understand the course of the early years of WWII in Europe** | 3 | Students will listen to a brief Power point presentation and then work on the following:* <https://www.youtube.com/watch?v=Ojtm7Pb1QLM>
* Watch Churchill’s speech that was given after the escape from Dunkirk.
* Students should examine the image on page 782 and answer the accompanying question.
* Then, students should write a newspaper article describing the reactions of British citizens to the speech that Winston Churchill gave after the evacuation of Dunkirk.
 | WGSG | Power PointComputerTextbook | Formative- newspaper article Summative- Student Self - Assessment- |
| 4 | **Students will explain how the United States became more involved in the conflict.**  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students should select a current issue and write a paragraph explaining whether FDR might have taken an isolationist approach or interventionist approach if he were living today.
* Be able to share your ideas with the class.
 | WGSG | Power PointComputerTextbook | Formative- reflection Summative- Student Self - Assessment- |
| 5 | **Student Objective: Students will explain why Japan decided to attack Pearl Harbor, and outline how the United States mobilized for war after that attack.**  | 3 |  Students will listen to a brief Power point presentation and then work on the following:* Many Americans were reluctant to enter the war.
* Suppose that you were living in the United States in 1941.
* Write a journal entry explaining why the attack on Pearl Harbor so sharply changed the American attitude toward entering the war.
* Be able to explain your article to the class.
 | WgSG | Power PointComputerTextbook | Formative-journal Summative- Student Self - Assessment- |
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