**Teacher Name : Leslie Baloga Subject : US Studies II Start Date(s): February 24 , 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 assess how whites created a segregated society in the South and West while dealing with African Americans, Chinese Americans, and Mexican Americans.  | 3 | Students will listen to a brief Power point presentation and then work on the following:**Using the internet, the text, and the PowerPoint, students should complete a graphic organizer comparing and contrasting W.E.B. Du Bois, Booker T. Washington, and Ida Wells.** **Be able to compare and contrast with the class.**  | WGSG | Power PointComputerTextbook | Formative- graphic organizer Summative- Student Self - Assessment- |
| 2 | Student Objective: Students will assess how whites created a segregated society in the South and West while dealing with African Americans, Chinese Americans, and Mexican Americans.  | 3 | Students will listen to a brief Power point presentation and then work on the following: **Create a piece of propaganda, (it can be a poster, pamphlet, poem, or essay) that tries to convince Americans to join the fight against discrimination against either: African Americans, Mexican Americans, Chinese Americans, or America Women.** **Your propaganda should be historically accurate of the time period and use information you have learned in class.**  | WGSG | Power PointComputerTextbook | Formative- propagandaSummative- Student Self - Assessment- |
| 3 | Student Objective: Students will analyze the issue of corruption in national politics in the 1870s and 1890s.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* **Students should complete a graphic organizer that separates and organizes the two arguments for and against monetary policy and tariff policy.**
* **List the reasons for and against each argument along with who sided with each argument**
* **Be able to share with the class.**
 | WGSG | Power PointComputerTextbook | Formative-graphic organizer Summative- Student Self - Assessment- |
| 4 | Student Objective: Students will analyze the issue of corruption in national politics in the 1870s and 1890s.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* + **Students will create an advertisement for a Farmers’ Alliance cooperative of their choice.**
	+ **The advertisement should emphasize the benefits to farmers of joining a cooperative.**
	+ **Be able to share with the rest of the class.**
 | WGSG | Power PointComputerTextbook | Formative: advertisement Summative- Student Self - Assessment- |
| 5 | Student Objective: Students will analyze the problems farmers faced DURING THE Gilded age and the groups that formed to address them.  | 3 |  Students will listen to a brief Power point presentation and then work on the following:**Students should work in pairs.** **Within your group, one student should create a political cartoon about an aspect of national politics from the Populist Party’s Perspective.****The other students should create a political cartoon about an aspect of national politics from either the Democratic or Republican point of view that responds to the Populist cartoon.** **Be able to share with the class.** **OR****In groups of two, one student will create a political platform from the Populist perspective. The other students will create a political platform from either the Democrat or Republican perspective.**  | WgSG | Power PointComputerTextbook | Formative- political cartoon Summative- Student Self - Assessment- |
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