**Teacher Name : Leslie Baloga Subject : US Studies III Start Date(s): March 16 , 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 | Student Objective: Students will summarize the arguments made by critics who rejected the culture of the fifties.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students will create a graphic organizer that shows the types of injustices faced by each of the groups highlighted in this section.
* Students will then share their work with the class.
 | WGSG | Power PointComputerTextbook | Formative- graphic organizer Summative- Student Self - Assessment- |
| 2 | Students will take their chapter test and then work on their DBQ  | 3 | Students will take their chapter test and then work on their DBQ  | WGSG | Power PointComputerTextbook | Formative- testSummative- Student Self - Assessment- |
| 3 | Student Objective: Students will describe efforts to end segregation in the 1940s and 1950s.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Students should write a brief summary of the following cases making sure the details of the case are known and the outcome (Make sure to include dates):
* Sweat v. Painter
* McLaurin v. Oklahoma State Regents
* Brown v. Board of Education
* Plessy v. Ferguson
* Hernandez v. Texas
 | WGSG | Power PointComputerTextbook | Formative- summariesSummative- Student Self - Assessment- |
| 4 | Student Objective: Students will describe efforts to end segregation in the 1940s and 1950s.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* + Students should research another major figure during the civil rights movement a create a Power Point presentation about this figure.
	+ The presentation should include details of his or her life, beliefs and goals, and the methods to accomplish these goals.
	+ Students will present their presentations to the class.
 | WGSG | Power PointComputerTextbook | Formative: powerpointSummative- Student Self - Assessment- |
| 5 | Student Objective: Students will describe sit-ins, freedom rides, and how the protests at Birmingham and the March on Washington were linked to the Civil Rights Act of 1964.  | 3 |  Students will listen to a brief Power point presentation and then work on the following:* Pretend that you were a freedom rider in 1961.
* Write a reflection discussing your experience and what you hoped to accomplish by participating in the freedom ride.
* Conclude your reflection by discussing whether or not you feel that you have successfully achieved your goals.
 | WgSG | Power PointComputerTextbook | Formative- reflection Summative- Student Self - Assessment- |
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