**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. | WG  SG | Power Point  Computer  Textbook | 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 | WG  SG | Power Point  Computer  Textbook | Formative- test  Summative-  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 | WG  SG | Power Point  Computer  Textbook | Formative- summaries  Summative-  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. | WG  SG | Power Point  Computer  Textbook | Formative: powerpoint  Summative-  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. | Wg  SG | Power Point  Computer  Textbook | Formative- reflection  Summative-  Student Self - Assessment- |
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