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| **Teacher: Mrs. Near** | **Date:2/2/15 – 2/6/15** |
| **Class: Soc 300** | **Multi Day** |
| **Topic/Unit: Jacksonian Democracy** |

**GLCES/COMMON CORE:**

**GLCES: U4.1.1, U4.1.2, U4.1.3**

**CCs: RH 6-8.3, RH 6-8.4, RH 6-8.5, RH 6-8.7, WHST 6-8.1, WHST 6-8.4, WHST 6-8.9**

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| **Content Objectives:** **Mon-Fri:****Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (U4.1.2)****Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era), foreign relations, and economic policy (U4.1.3)****Thurs, Fri:****Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (U4.1.1)** | **Language Objectives:** **DAILY:*** Ask and answer questions
* Issue multiple step directions
* Comprehend content vocabulary
* Participate in choral reading
* Paraphrase/summarize
* Identify main idea
* Make comparisons
* Orally defend position
* Graphically organize information
* Make analogies or metaphors comparing historical to present day situations
* Debate/defend both sides of an argument
* Movie Analysis

**Mon-Weds:*** **Analyze a person’s actions and support opinions with evidence from movie**
* **Give examples and take a stand on an issue**
* **Tell a story from a certain perspective**
* **Evaluate choices**

**Thurs,Fri:*** **Answer review questions from Chapters 11-14 in preparation for the Unit Post-Test**
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| **Vocabulary:****Mon-Fri:**well born, self-made, civil servants, spoils system, tariff, secede, Sequoya, Iroquois, Treaties, Indian Removal Act, Trail of Tears, Jacksonian Democracy**Thurs, Fri:**Political party, issues, campaign, inauguration, Whiskey Rebellion, French Revolution, Federalist Party, first national bank, Republican Party, John Adams, Alien and Sedition Acts, nullify, states’ rights, foreign policy, neutrality, isolationism, involvement, treaty, ransom, dilemma, tribute, Latin America, Hemisphere, Monroe Doctrine, embargo, impressment, blockade, secretary of state, doctrine, piracy | **Building Background:***Access prior knowledge of Native Americans and our treatment of them in the U.S.*  |
| **Regular Materials:****History Alive! Textbook****History Alive! Workbook** | **Supplemental Materials:****PowerPoint Presentations, Bury my Heart at Wounded Knee DVD, movie guide,**  |
| **Lesson Delivery:**

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| ***Day/Time*** | ***Lesson Delivery Outline*** | ***Assessment*** |
| **Monday****5 min.****10 min.****50 min.** | * **Do Now: prior knowledge of Native Americans**
* **Introduction: includes a PowerPoint that recaps Jackson’s policies of forced removal and the history reinforced by the movie*.***
* ***Bury my Heart at Wounded Knee (Day 1 of 3):* Students watch the movie to better understand Jackson’s and the U.S.s policies towards Native Americans and their treatment during forced removal**
* **Students will answer high-order analysis questions at the end of each day or at the start of the next day before moving on.**
 |  **Movie Guide** **(Formative)** |
| **Tuesday****5 min.****60 min.** | * **Do Now: Go around and stamp that the reflection question pertaining to the previous portion of the movie are completed and understood**
* ***Bury my Heart at Wounded Knee (Day 1 of 3):* Students watch the movie to better understand Jackson’s and the U.S.s policies towards Native Americans and their treatment during forced removal**
* **Students will answer high-order analysis questions at the end of each day or at the start of the next day before moving on.**
 |  **Movie Guide** **(Formative)** |
| **Wednesday****5 min.****60 min.** | * **Do Now: Go around and stamp that the reflection question pertaining to the previous portion of the movie are completed and understood**
* ***Bury my Heart at Wounded Knee (Day 1 of 3):* Students watch the movie to better understand Jackson’s and the U.S.s policies towards Native Americans and their treatment during forced removal**

**Students will answer high-order analysis questions at the end of each day or at the start of the next day before moving on.**  |  **Movie Guide** **(Formative)** |
| **Thursday****5 min.****60 min.** | * **Do Now**
* **Unit 3 Study Guide: Students answer questions from main concepts throughout the entire Unit in preparation for the Post-test**
 | **Unit 3 Study Guide** **(Formative)**  |
| **Friday****5 min.****60 min.** | * **Do Now**
* **Unit 3 Jeopardy: Students answer questions in a game format from main concepts throughout the entire Unit in preparation for the Post-test**
 | **Jeopardy Participation** **(Formative)**  |

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| **Review Assessment: SEE ASSESSMENT COLUMN ABOVE!****HOTS: higher-order thinking questions about why certain battles are significant, work cooperatively within a group, summarize key points, Describe, express historical point of view, identify different options for actions, compare and judge different point of views, create analogies between past and present situations, create pictures that show meaning for major events, debate differing opinions from both perspectives, argue points made and consequences, re-organization of information, movie analysis****ELPS:** L.1 L.2, L.3, L.4, S.4, S.5, S.8, R.1, R.3, R.6, W.1, W.2, W.3 |

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| **Why Are Students Ready To Move On?**Daily warm-ups and/or exit questions to assess understanding of previous day and whether objectives were met will have been successful for 85% of class.**How Will The Lesson Be Retaught?** |
| **Interventions:** **ESL:** Oral Quizzes,Orally reiterate any directionsthat are only in writing,assign helpers, allow errors in writing, page numbers or specific location of answers, translations, extra pictures when appropriate, **also see Special Needs Accomodations below****Special Needs:** adjusted workload, reduce amount of required writing, give directions in small distinct steps, extra time, highlight critical information, Oral Quizzes/tests, alternate workplace |
| **What are the school improvement strategies you will be using during this week’s lesson?**Multiple IntelligencesHOTSSIOPBlg. Bkgd. |