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| **Daily Agenda** | **Mon 9/16/13** | **Tues 9/17/13** | | **Wed 9/18/13** | **Thurs 9/19/13** | **Fri 9/20/13** |
| **Unit Vocabulary:**  Alexander Hamilton, Cabinet, Two-party system, Federalists, Democratic-Republican, Washington’s Neutrality Proclamation, Whiskey Rebellion, John Adams, XYZ affair, Alien and Sedition Act, Nullification, Thomas Jefferson, Jeffersonian republicanism, National Bank of the United States, *Marbury v. Madison*, Judicial review, Louisiana Purchase, Lewis and Clark Expedition, Impressments, James Madison, Andrew Jackson, Treaty of Ghent, Battle of New Orleans, James Monroe, Era of Good Feelings, Monroe Doctrine, Nationalism, Sectionalism, Henry Clay, War Hawks, John Calhoun, Missouri Compromise of 1820, Second Bank of the United States, Spoils System, Indian Removal Act, John Quincy Adams, Corrupt Bargain of 1824, Jacksonian democracy, Trail of Tears, John Tyler, Panic of 1837 | | | | | | |
| **Learning Target** | **I can:** evaluate the foreign and domestic policies during the Era of Good Feelings. | | **I can:** evaluate the foreign and domestic policies under John Q. Adams and Andrew Jackson. | **I can:**  analyze and evaluate federal and states policies toward American Indians in the first half of the 19th century. | **I can:** take positions on the development of U.S. foreign and domestic policy during the early 19th century. | **I can:** defend positions on the development of U.S. foreign policy during the early 19th century. |
| **Quality Core** | 1. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. 2. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine). | | | | | |
| **Instructional Practices** | Guided Reading; Discussion | | Video; discussion; group reading | DBQ;Partner analysis | DBQ; Partner Analysis; group presentation | Lecture; graphic organizer; assessment |
| **Bell Ringer**  **Activities/ Assignments** | Would you support the federal or your state government? What might happen if some states enforce laws and others don’t? What does it mean to be a nation?  Complete Guided Reading: Era of Good Feelings  Discussion: Era of Good Feelings | | What is your opinion on voting? Do you intend on voting when you turn 18? Explain.  The Presidents: JQA with active viewing guide  Discussion: Corrupt Bargain  Introduce: Document Based Question  Read: Introduction to Andrew Jackson | Briefly describe the Election of 1824 when JQA was elected.  Early Release (2, 4, 6)  Partner Activity: Analysis of Documents for DBQ | Describe the following: Spoils system, nullification crisis, Indian Removal Act, Trail of Tears.  Complete: Partner analysis of DBQ  Present findings to the class | What is the purpose of a thesis statement? Explain.  Lecture: How to Write a Thesis Statement  DBQ Graphic Organizer  Test #3 |
| **Exit** | How did the Monroe Doctrine assert American nationalism? | | In what ways do you think the Missouri Compromise and the nullification crisis of 1832 might be considered important milestones in American history? Consider: the expansion of slavery, nullification, and Jackson’s reaction. | What factors set the stage for the Indian Removal Act of 1830 and the Trail of Tears? Think about: U.S. expansion westward, removal treaties, Jackson’s response to Worcester v. Georgia. | At this point in the DBQ, how democratic do you believe Andrew Jackson was as a president? Explain using two specific examples to justify your reasoning. | What is your thesis statement for your DBQ? |
| **Intended Homework** | Unit 2 Vocabulary | | Unit 2 Vocabulary | Unit 2 Vocabulary | Unit 2 Vocabulary | Unit 2 Vocabulary Due |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** |  | F: Exit Slip  S: Unit Exam 9/20 | | F: Exit Slip  S: Unit Exam 9/20 | F: Exit Slip  S: Unit Exam 9/20 | F: Exit Slip  S: Unit Exam 9/20 |