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| **Daily Agenda** | **Mon 9/23/13** | **Tues 9/24/13** | | **Wed 9/25/13** | **Thurs 9/26/13** | **Fri 9/27/13** |
| **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 U.S. foreign and domestic policies under Jackson’s presidency. | | **I can:** take and defend the foreign and domestic policies during Jackson’s presidency. | **I can:**  take and defend the foreign and domestic policies during Jackson’s presidency. | **I can:** describe and evaluate the impact of the first industrial revolution during the 19th century. | **I can:** identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century. |
| **Quality Core** | 1. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century. 2. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. 3. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine).   1. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations).  2. Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. | | | | | |
| **Instructional Practices** | Cooperative groups | | Discussion; guided practice | Writing; discussion | Guided reading; graphic organizer | Active viewing guide |
| **Bell Ringer**  **Activities/ Assignments** | How would you define democracy?  Document Analysis: complete analysis sheets in cooperative groups | | What is the purpose of a thesis statement?  DBQ: Discuss documents  How to: Bucket analytical categories and write a thesis statement. | What are two arguments for and against how democratic Andrew Jackson was during his presidency?  DBQ: Pre-write  DBQ: 5 paragraph essay | In what ways do inventions or technology impact your life?  Market Revolution: Guided reading and graphic organizer. | What are some challenges that will face our country as we move further west? Provide at least 2 challenges.  America: The Story of Us—Westward with Active Viewing Guide |
| **Exit** | Based on the documents, how democratic would you say that Jackson is right now? Explain using two specific documents to justify your answer. | | What is your thesis statement for your document based question? | Which piece of evidence best supports your arguments about Andrew Jackson? Why? | What impact did the first industrial revolution have on the United States? Explain. | What were the territorial changes that resulted from westward expansion? Explain. |
| **Intended Homework** | Document Analysis Sheets | | Pre-write | Complete DBQ | Study for quiz | NA |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Unit Exam 10/4 | F: Exit Slip  S: Unit Exam 10/4 | | F: Exit Slip  S: Unit Exam 10/4 | F: Exit Slip  S: Unit Exam 10/4 | F: Exit Slip  S: Unit Exam 10/4 |