

Teacher:	Marie Feazel		
Course/Subject:	U.S. History		
Date of Instruction:	2/16/2022	through	2/23/2022
<p>Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>Standards:</p> <p>SSUSH 6- The First 6 Presidents</p>		
	<p>Domain</p> <p>Domain 2- Standards 6-10, 20% of EOC</p> <p>AP Time Period</p> <p>Time Period 4- 1800-1848- Expansion, Manifest Destiny, and Moral Reform</p>		
	<p>Learning Target:</p> <ul style="list-style-type: none"> • I can analyze the challenges faced by the first five presidents. • I can understand and how the first five presidents responded to events of their administrations 		
	<p>Success Criteria</p> <ol style="list-style-type: none"> 1. I can examine the presidency of George Washington, including his precedents. 2. I can explain the role of political parties during the presidency of John Adams. 3. I can examine the presidency of Thomas Jefferson and expansion of Presidential Power. 4. I can explain James Madison’s presidency at it relates to the War of 1812 5. I can explain the significance of the War of 1812 on the development of a national identity. 6. can explain James Monroe’s presidency in relation to the Monroe Doctrine. 		
	<p>Introduction/Connection:</p> <ul style="list-style-type: none"> • Precedent – pattern to follow, Washington set important precedents as the first President. • Whiskey Rebellion – Western PA farmers didn’t want to pay excise taxes, Washington and Hamilton put down rebellion, proved that US Constitution can enforce laws (executive branch) • Federalist Party – Political Party, New England, business, industry, loose interpretation of constitution. Adams and Hamilton • Democratic-Republican Party- political party, South and West, farming, strict interpretation of constitution, Jefferson and Madison 		

- Alien and Sedition Acts – Passed by Federalist party to reduce power of Dem-Reps, increased citizenship residency and restricted freedom of the press
- Election of 1800 – Revolution, peaceful transfer of power from Federalists to Dem-Reps
- Louisiana Purchase – doubles size of US, gives access to MS River, explored by Lewis and Clark
- Lewis and Clark – explored LA Purchase for USA, saw Pacific Ocean, set up land claims
- Marbury v. Madison – Precedent of Judicial Review, SCourt has the power to review laws passed by congress, more powerful judicial branch.
- James Madison – President during War of 1812
- Battle of New Orleans – battle Jan 1815 (officially after war) US defeats Britain on their own, continues US control of the West, begins Era of Good Feelings.
- Monroe Doctrine – tells Europe to stop establishing new colonies in the Western Hemisphere...US wants to dominate trade and power.

Video Files

60- Second Presidents – George Washington

<https://www.youtube.com/watch?v=1-l-9WA-55s>

60- Second Presidents – John Adams

<https://www.youtube.com/watch?v=sa-5E1SsEnU>

Adams- XYZ Affair (kind of silly), good for impressment

https://www.youtube.com/watch?v=uw0KcA59_8s&feature=youtu.be

War of 1812- (Funny video)

<https://www.youtube.com/watch?v=w2AfQ5pa59A>

Sunday Morning on CBS: When the British Burned the White House

<https://www.youtube.com/watch?v=j1Jhpesv1JQ&feature=youtu.be>

Battle of New Orleans (PBS)

<https://www.pbs.org/video/war-1812-new-orleans/>

Disney The American Presidents: James Monroe (kind of silly)

<https://www.youtube.com/watch?v=cwvHtkCusHo&feature=youtu.be>

Activities in Class

PPTs-Jefferson, Madison, Monroe

	<p>Primary and Secondary Source Review, Washington’s Farewell Address, Star Spangled Banner, Battle of New Orleans, Erie Canal, Monroe Doctrine.</p> <p>Direct Instruction: Both In-person and google classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10</p>	<p>Guided Practice: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input type="checkbox"/> Student Written Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings <hr/> <p>Independent/Collaborative Due Dates: Classwork: Adams and Jefferson – 2/16 Albert.io- Due 2/23 Practice/Differentiation: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts

	<input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input type="checkbox"/> Student Written Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings
<p><u>Closing (We Check)</u> Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Summarize/Share: Both</p> <input checked="" type="checkbox"/> Think- Pair- Share <input type="checkbox"/> Written response to success criteria <input checked="" type="checkbox"/> Verbal response to success criteria <input type="checkbox"/> Ticket out the door summarizer <input checked="" type="checkbox"/> Review answers to class activity <input type="checkbox"/> Review Answers to Homework <input type="checkbox"/> 3-2-1 Review <p>Assessment Uses/Strategies:</p> <input checked="" type="checkbox"/> Assessment2/15/2022 <input type="checkbox"/> Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input checked="" type="checkbox"/> Albert.io activity for current time period