

Santa Cruz Valley Unified School District Lesson Plan

Teacher: Laura Chamberlain

<p>Essential/State Standard: Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S. PO 2. Analyze how the following events affected the political transformation of the developing nation: c. Jackson’s Presidency</p>	<p>Class: US History</p>	<p>Date: 10/2/12</p>
<p>Content Objective: Today I will decide whether Andrew Jackson was the “People’s President” or “King Andrew” by analyzing 4 key events of his time in office .</p>		
<p>Language Objectives (listening, speaking, reading, and writing): Today I will analyze and discuss imagery with a classmate to link the image with an event described in the text. Then, the table will read and discuss to label each image. We will then present our opinion to the class.</p>		
<p>Key Vocabulary: Andrew Jackson, qualification, spoils system, nullification, secede, National Bank, Indian Removal Act, Force Bill of 1833</p>	<p>Materials (adopted and supplemental): Class text, provided images/cartoons</p>	
<p>Time:</p>	<p>Building Background/Anticipatory Set: <i>Teacher will...</i> Give instruction for students to complete bellwork for the day: 1) Using the map on pg 233 who wins the Election of 1828 by a <u>landslide?</u> (<i>this word is explained</i>) 2) What two factors does the book list for this? 3) Think and remember: Why was Jackson called “Old Hickory”? Teacher will float and then check in with students for answers using popsicle sticks. Teacher will listen, write, or redirect information given, as needed. Teacher will use #2 to clarify the word <u>qualification</u>. Use ‘old hickory’ as segue to the Content Objective □ Teacher will then do group reading of C.O.</p>	<p>Building Background/Anticipatory Set: <i>Students will...</i> Listen to directions and then work independently to complete that day’s bellwork. Students will respond if called upon and listen to other’s responses while checking their own work for correct answers. Students will read the appropriately colored text to learn that day’s learning goals</p>

<p>Time:</p>	<p>Direct Instruction: <i>Teacher will...</i> Explain that Jackson is a controversial President for many reasons and that students will need to make their own decision as to whether he was a “good” guy or a “bad” guy in their groups.</p> <p>Give overview of activity.</p>	<p>Direct Instruction: <i>Students will...</i> Listen and watch.</p>
<p>Time:</p>	<p>Guided Practice: <i>Teacher will...</i> Perform a short walkthrough using student input and the image from pg 220. Model thinking aloud Model examining and answering questions</p>	<p>Guided Practice: <i>Students will...</i> Listen to explanations Offer answers Follow along Ask questions</p>
<p>Time:</p>	<p>Independent Practice: <i>Teacher will...</i> Pass out images to each group. Float, answer questions, check student work both visually and orally, making sure that students are clear on defending their final answer</p> <p>After students have been given time to complete the task, the teacher will ask each group to come up to the board and place their image under the heading that they feel best describes their event. Students will share their written explanation with the class.</p>	<p>Independent Practice: <i>Students will...</i> Work in groups to determine which event they have depicted in front of them.</p> <p>Work to answer the questions on the board</p> <p>Discuss what their position on the issue is “King Andrew” or “People’s President” and work to create a written support</p> <p>Student’s will listen to each group’s presentation and take “study notes”</p> <p>Students will present their work accordingly</p>
<p>Time:</p>	<p>Closure: <i>Teacher will...</i> Review what has been said and done during class Direct students answer the following question for an exit slip: Was Jackson “King Andrew” or the “People’s President”? Why? Cite at least 1 particular event.</p> <p>□</p>	<p>Closure: <i>Students will...</i> Write reflectively on their exit slip and turn it in</p>

Review and Assessment: Teacher did formative assessment during independent work time. Exit slips will be read at a later time.