# Jeffersonian Democracy

## Kathy Thiebes

Centennial High School
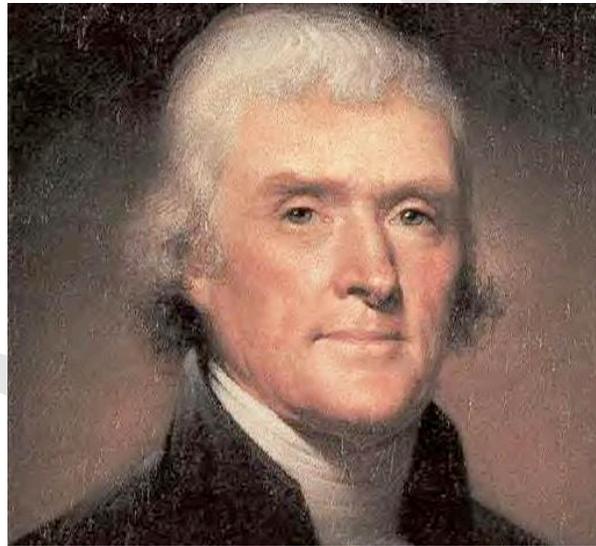
# Information Sheet

| Module Title: | **Jeffersonian Democracy** |
|---|---|

**Module Description (overview):**

Students will read both primary and secondary sources to help gain an understanding of the Jeffersonian era from 1800 to 1828. Central themes students will evaluate include changes in political power, causes and effects of the War of 1812, and the characteristics of the Era of Good Feelings. Students will use this knowledge of the major political, economic, and social themes of the time period and evidence from primary source documents to write an argumentative essay outline in preparation for a final, classroom assessment task.

| Template Task (include number, type, level) | Teaching Task |
|---|---|
| Task 2<br>SS Argumentative/Analysis<br>L3 | By 1809, which party's goals had prevailed in American politics: the Federalists or the Democratic-Republicans? After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position. |

**Grade(s)/Level:** 10

**Discipline:** Social Studies

**Course:** Advanced Placement United States History

**Author(s):** Kathy Thiebes

**Contact information:**

Kathy Thiebes
Social Studies Teacher
Centennial High School – Gresham, OR
School Email: Kathy_thiebes@centennial.k12.or.us
Personal Email: kthiebes@gmail.com
Phone #: 503-367-9494

# Section 1: What Task?

## What task sets clear, measurable goals for learning?

**A. Template task (include number, type, level):** Insert the Argumentation template task you selected exactly as it is worded.

> [Insert essential question] After reading _____ (literature or informational texts), write an _____(essay or substitute) that addresses the question and supports your position with evidence from _____. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

**B. Standards:** The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all Argumentation tasks.

| Number | CCR Anchor Standards for Reading (Argumentation) |
|---|---|
| 1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test. |
| 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| Number | CCR Anchor Standards for Writing (Argumentation) |
| 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. |

*Content Standards:* Insert appropriate content standards as defined by your state/district.

| Number | Content Standard(s) |
|---|---|
| | |
| | |
| | |
| | |

*Content Standards Source:*

**C. Teaching Task:** Design your teaching task.

> **Background:**
>
> Students will use this knowledge of the major political, economic, and social themes of the time period and evidence from primary source documents to write an argumentative essay in preparation for a final, classroom assessment task.
>
> **Prompt:**
>
> By 1809, which party's goals had prevailed in American politics: the Federalists or the Democratic-Republicans?  After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents.  Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position.

\

| LDC Argumentation Rubric for Teaching Task | |
|---|---|
| **ADVANCED** | |
| Focus | Addresses all aspects of the prompt with a highly focused and convincing response. |
| Reading/Research | Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt. |
| Controlling Idea | Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate. |
| Development | Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning. |
| Conventions | Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **MEETS EXPECTATIONS** | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt. |
| Controlling Idea | Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal. |
| Development | Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal. |
| Organization | Applies an appropriate text structure that develops reasoning; applies a logic model. |
| Conventions | Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading materials to develop argument or proposal. |
| Controlling Idea | Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments. |
| Development | Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant. |
| Organization | Provides a weak text structure; composition is confusing. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Section 2: What Skills?

## *What skills do students need to succeed on the teaching task?*

| **Skills Cluster 1: Preparing for the Task** | |
|---|---|
| **1.** Bridging conversation | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. |
| **2.** Task and rubric analysis | Ability to understand and explain the task's prompt and rubric. |

| **Skills Cluster 2: Reading Process** | |
|---|---|
| 1. Active reading | Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information. |
| 2. Note-taking | Ability to read purposefully and select relevant information; to summarize and/or paraphrase. |
| 3. Organizing notes | Ability to prioritize and narrow notes and other information. |

| **Skills Cluster 3: Transition to Writing** | |
|---|---|
| 1. Bridging conversation | Ability to transition from reading or researching phase to the writing phase. |

| **Skills Cluster 4: Writing Process** | |
|---|---|
| 1. Initiation of task | Ability to establish a claim and consolidate information relevant to task. |
| 2. Planning | Ability to develop a line of thought and text structure appropriate to an argumentation task. |
| 3. Development | Ability to construct an initial draft with an emerging line of thought and structure. |

# Section 3: What Instruction?

## How will teachers teach students to succeed on the teaching task?

### LDC INSTRUCTIONAL LADDER 1

| Skills Cluster 1:  Preparing for the Task | |
|---|---|
| **Pre-Test** | Students will be given a primary source document relating to a prior unit and asked to complete an APPARTS analysis of the document. |

| **1.Bridging conversation** | *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* | *Pacing:* 1 Class Period |
|---|---|---|
| *Mini-task* | *Prompt:*  In a quick write response, what is your first reaction to the task prompt.  What strategies did you use to interpret this prompt? | *Product:* short response |
| *Mini-task scoring* | No scoring | |
| *Instructional strategies/ notes* | • Students complete the quick-write in their APUSH journals, then share responses with peers.<br>• <u>Activating Schema</u> – In small groups, students create a poster listing all the content they can think of that relates to the task.  The posters are traded to different groups and they must draw descriptive pictures or diagrams next to the words/content listed by the previous group.  Posters are placed around the room to use as a content-reminder when writing the essay. | |
| *PD/ preparation* | • Identify appropriate reading and writing strategies for this module.<br>• Review the AP rubric and DBQ requirments.<br>• Do the task to ensure understanding of the demands and cognitive processes in it.<br>• Create a template for students to use during the writing process. | |

| 2. **Task and Rubric analysis** | *Ability to understand and explain the task's prompt and rubric.* | *Pacing:* 1 Class Period |
|---|---|---|
| *Mini-task* | *Prompt:* In your own words, write a brief explanation of what the task is asking you to do.<br><br>*Rubric:*  Students will translate the rubric in their own words. | *Product:* Short response |
| *Mini-task scoring* | No scoring | |
| *Instructional strategies/ notes* | • Have students share responses so that students can hear how each other are interpreting the task and encourage them to help each other when appropriate.<br>• Divide class into groups of 3-4.  Each group is assigned an LD rubric category.  Students must figure out which features of the LD rubric align with the AP rubric and re-write it to create a new combination AP-LD rubric.  Students post around the classroom their new rubrics and complete a gallery walk. | |
| *PD/ preparation* | • Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise? | |

| Skills Cluster 2: Reading Process | | |
|---|---|---|
| **1. Pre-Reading** | *Ability to select appropriate texts and understand necessary reading strategies needed for the task.* | *Pacing:* 1 Class Period |
| *Mini-task* | *Prompt:*<br>1) What are the characteristics of a primary source document?<br>2) What strategies can you use to overcome the difficulties in reading a primary source document? | *Product:* Reading Strategy List |
| *Mini-task scoring guide* | Meets:<br>• List of characteristics of a primary source document.<br>• Participates in class discussion and takes notes on reading strategies. | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies/ notes* | • Introduce the class to a sample of 1 or 2 primary source documents. Give students a few minutes to review the documents.<br>• As a class, discuss what students already know about a "primary source" document while writing responses on the board. What are some of the challenges you will face when reading this type of document? What strategies can we use to overcome those challenges? (Create list of strategies on board, students record in notes). | |
| *PD/ preparation* | • Discuss and analyze the appropriateness of texts for specific tasks.<br>• Review and discuss reading strategies that pertain to specific types of texts and to the task<br>• Review the requirements for citing documents in an AP essay.<br>• Plan for students who need extra time, resources, or assistance. | |

| 1. **Active Reading** | *Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.* | *Pacing:* 2 Class Periods |
|---|---|---|
| *Mini-task* | *Prompt:*<br>3) Use annotation techniques to demonstrate your reading process and your level of understanding the essential components of the text. | *Product:* List or Bibliography |
| *Mini-task scoring guide* | Meets:<br>• Annotated or "actively read" documents have a variety of marks (circles, underlining, stars, highlights, etc.). Annotation also includes written questions, connections, and insights in the margins. *Use annotation rubric to provide students feedback on their reading.* | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies/ notes* | • Instruction for the first document (should be very explicit and include group/partner work and teacher modeling<br> ○ Teacher reads first 3 sentences of the document, modeling active reading strategies.<br> ○ Students finish reading the rest of the document using their active reading strategies.<br> ○ In pairs, students discuss difficult vocabulary and how they dealt with it and share as a class.<br> ○ APPARTS template – students analyze the components of a primary source document using the APPARTS template. Share in groups.<br>• Students actively read and annotate the next 4 documents mostly independently with some teacher guidance and reflection in pairs. | |
| *PD/ preparation* | • Discuss and analyze the appropriateness of texts for specific tasks.<br>• Review and discuss reading strategies that pertain to specific types of texts and to the task<br>• Agree on a bibliographic format.<br>• Plan for students who need extra time, resources, or assistance. | |

| 3. **Note-taking** | *Ability to read purposefully and select relevant information; to summarize and/or paraphrase.* | *Pacing:* 2 Class Periods |
|---|---|---|
| *Mini-task* | *Prompt:* Use the APPARTS template to complete analysis of the documents. | *Product:* notes & short response |
| *Mini-task scoring guide* | Meets:<br>• Students have accurately completed the APPARTS template.<br>• Writes in readable prose. | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies/ notes:* | • Students work in pairs to complete the first APPARTS template.<br>• Along with the APPARTS activities, use a variety of reading/writing activities to help students improve processing skills of main idea and significance.<br>    ○ 25 word summary, QAR, reciprocal teaching, etc<br>• Students get independent work time to actively read and analyze the documents. | |
| *PD/ preparation:* | • Strategies for teaching note taking skills, summarizing and paraphrasing. | |

| 4. **Organizing notes** | *Ability to prioritize and narrow notes and other information.* | *Pacing plan:* 1 Class Period |
|---|---|---|
| *Mini-task* | *Prompt:* Prioritize relevant information on the "DBQ Brainstorm" template. | *Product:* Notes and graphic organizer |
| *Mini-task scoring guide* | Meets:<br>• Creates a prioritized set of notes that categorizes evidence.<br>• Suggests implications drawn from information in the documents and connected to content knowledge.<br>• Writes in readable prose. | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies/ notes:* | • Students place relevant information from the texts and their own background knowledge into the graphic organizer.<br>• Students will prioritize the information in the graphic organizer by creating categories headings and placing documents in the appropriate categories | |
| *PD/ preparation:* | • Strategies for developing cognitive strategies as well as practical ones for prioritizing ideas, supporting evidence. | |

| Skills Cluster 3: Transition to Writing | | |
|---|---|---|
| 1. **Bridging Conversation** | *Ability to transition from reading or researching phase to the writing phase.* | *Pacing plan:* 1 Class Period |
| *Mini-task* | *Prompt:* In a quick write, write brief overview of your essay. How will it be constructed and what is your central argument? | *Product:* Short response |
| *Mini-task scoring* | No scoring | |
| *Instructional strategies/ notes:* | • Review a sample DBQ essay from the Revolutionary War period.<br>• Students will deconstruct and evaluate the DBQ<br>    o Evaluate the thesis/claim.<br>    o Demonstrate patterns of development.<br>    o Note the difference between an "explanation" and an "argument".<br>    o Evaluate effectiveness – Do you get the information and explanation you expect? Why?<br>• Discuss the process for writing the essay (timing: 15 minute brainstorm, 40 minutes to write the essay). | |
| *PD/ preparation:* | • Choose a DBQ sample to use in the transition discussion. | |

| Skills Cluster 4: Writing Process | | |
|---|---|---|
| 1. **Initiation of task** | *Ability to establish a controlling idea and consolidate information relevant to task.* | *Pacing:* 1 Class Period |
| *Mini-task* | *Prompt:*<br>1) Write a formal claim at the top of your "DBQ Brainstorm" template. | *Product:* Paragraph |
| *Mini-task scoring guide* | Meets:<br>• Writes a claim that establishes a controlling idea and identifies key points that support development<br>• Writes in readable prose. | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies / notes:* | • Before students write their formal claim, review qualities of a strong claim as a class: must be an argument, include simple defense of the argument, and include categories to lead reader and organize essay.<br>• In pairs, students will edit sample claim statements provided by the teacher. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement.<br>• In pairs, students share their claim statements. Student volunteers share their claim with the class for critique.<br>• **Extra Support** – Provide students with sentence frames to help write the claim. For example: A _____ economic system is the ideal system because it provides a country with _____ and _____ *(choose two "goals" from your notes).* | |
| *PD/ preparation* | • Deconstruct the demands and qualities of performances embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance? | |

| 3. **Development** | *Ability to construct an initial draft with an emerging line of thought and structure.* | *Pacing plan:* 1 Class Period |
|---|---|---|
| *Mini-task* | *Prompt:* Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion. | *Product:* Rought Draft |
| *Mini-task scoring guide* | Meets:<br>• Provides an opening to include a controlling idea and an opening strategy relevant to the prompt.<br>• Provides an initial draft with all elements of the prompt addressed.<br>• Writes in readable prose. | Not yet: Attempts to meet the criteria for "meets" |
| *Instructional strategies/ notes* | • Review strategies for constructing body paragraphs: TEST – Topic sentence, Evidence, Significance, and Transition.<br>• Create stations where students can get guidance on certain aspects of the essay: introduction, claim, evidence/analysis, and conclusion. Assign a strong student-writer at each station to help guide discussion and provide peer-review. Teacher spends time at each station assisting students.<br>• **Extra Support** – Teacher leads "station" for students who need extra support in developing the essay. | |
| *PD/ preparation* | • Drafting strategies – conferencing and whole group<br>• Discuss use of technology to manage some of the feedback to students | |

**No Final Draft – Students write a Classroom Task**

| Classroom Assessment Task |
|---|
| Background:<br>This task will be the final graded assessment for the unit on Jeffersonian Democracy. Students will have 60 minutes of class time to read 8 primary source documents and respond to the prompt with an argumentative essay that includes their own knowledge of the time period as well as evidence from the documents.<br><br>Prompt:<br>To what extent did the United States "win" the War of 1812? After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position. |

**D. Materials, references and supports:** List the materials you will need and students will use. Provide citations.

| For Teachers | For Students |
|---|---|
| Primary Source Documents:<br><br>**Task**<br>• Louisiana Purchase Treaty, 1803<br>• Thomas Jefferson's Inaugural Address, 1805<br>• The Federalist Papers #10, Alexander Hamilton<br>• *Marbury v. Madison*, 1803<br>• Election of 1800 map<br><br>**Classroom Assessment:**<br>• James Madison's Message to Congress, 1815<br>• "The American Snapping Turtle" Political Cartoon<br>• Excerpt: <u>New York Evening Post</u>, April 21, 1812<br>• Hartford Convention Document<br>• John Calhoun Speech, House of Representatives, 1817 | • Rubric Translation Activity<br><br>• Active Reading Rubric<br><br>• APPARTS Template<br><br>• DBQ Brainstorm<br><br>• DBQ Outline |

# Section 4: What Results?

## How good is good enough?

A. **Student work samples:** Include examples of student work to represent each performance level on the teaching task.

B. **Other scoring supports:** To be determined as scoring work progresses.

C. **Classroom assessment task:** Design a classroom assessment task using the same template task as the one you will be teaching. You may modify slightly the template to fit the in-class, on-demand environment. You should also include student examples for the assessment task.

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Background:
This task will be the final graded assessment for the unit on Jeffersonian Democracy. Students will have 60 minutes of class time to read 8 primary source documents and respond to the prompt with an argumentative essay that includes their own knowledge of the time period as well as evidence from the documents.

Prompt:
To what extent did the United States "win" the War of 1812. After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position.

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| LDC Argumentation Classroom Assessment Rubric | |
|---|---|
| **MEETS EXPECTATIONS** | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure that develops reasons. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides a weak text structure; composition is confusing. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Teacher Work Section

## What now, what next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes

B. **Possible variations**.  Add ideas for spin-offs or extensions to the module.

# Instructional Resources

## RUBRIC TRANSLATION ACTIVITY

| | |
|---|---|
| **Focus** | |
| **Reading/Research** | |
| **Controlling Idea** | |
| **Development** | |
| **Organization** | |
| **Conventions** | |

# Active Reading Rubric

| Active Reading – Level 1 | Active Reading – Level 2 | Active Reading – Level 3 |
|---|---|---|
| • **Annotation Marks:**<br>  o Very little underlining or only of unfamiliar words.<br><br>• **Written Comments:**<br>  o No comments or only simple comments such as "cool", "wow", "stupid".<br>  o No or few personal connections.<br><br>• **Analysis:**<br>  o No indication of student understanding or finding the main idea of the text.<br>  o No questions written in the margins. | • **Annotation Marks:**<br>  o Some but limited variety in markings such as underlining, circles, and stars.<br><br>• **Written Comments:**<br>  o Comments are a combination of short phrases and words that engagement in the text.<br>  o Personal connections are evident but limited.<br><br>• **Analysis:**<br>  o Evidence of highlighting or underling main idea or focus of the text.<br>  o Some questions about the text that show curiosity in unknown concepts or statements in text. | • **Annotation Marks:**<br>  o Variety of marks – underlining, circles, and stars – and each type of mark is used for a specific purpose (underline = key point, circle = unknown word, etc).<br><br>• **Written Comments:**<br>  o Comments are insightful and are mostly phrases directed at pieces of the text that relate to the main idea.<br>  o Relevant personal connections that add depth to the articles meaning.<br><br>• **Analysis:**<br>  o Main idea and supporting examples are clearly underlined or highlighted in the text.<br>  o Questions written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text. |

**COMMENTS:**

# APPARTS

| | |
|---|---|
| **Author** | *Who is the author?   What is the author's point of view?* |
| **Place & Time** | *Where and when was the source produced?* |
| **Prior Knowledge** | *Beyond what is in the source, what do you know about this content that would help you further understand the primary source?* |
| **Audience** | *For whom was the source created and how might this affect the reliability of the source?'* |
| **Reason** | *For what purpose was this source created?* |
| **Main Idea** | *What point is the source trying to convey?* |
| **Significance** | *Why is this source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.* |

Name _____ Per _____ Date _____

## **APUSH - DBQ Brainstorming Guide**

**CLAIM:**

-------------------------------------------------------------------------------------------------------

**DOCUMENTS:**

| A | | D | |
|---|---|---|---|
| B | | E | |
| C | | F | |

**Categorize:**

| | | |
|---|---|---|
| | | |

Name _____ Per _____ Date _____

# DBQ _____

**THESIS:**  (*Must have CATEGORIES!!...use SPRITE or general themes*)

_____

_____

_____

## POINT #1:

_____

_____

_____

**Documents:**                                                    **Outside Evidence:**

___  → _____                * _____

___  → _____                * _____

___  → _____                * _____

## POINT #2:

_____

_____

_____

**Documents:**                                                    **Outside Evidence:**

___  → _____                * _____

___  → _____                * _____

___  → _____                * _____

## POINT #3:

_____

_____

_____

**Documents:**                                          **Outside Evidence:**

__ → _____          * _____

__ → _____          * _____

__ → _____          * _____

**Connection to the "Big Picture" of theme of the time period**

_____

_____

_____

_____

_____

_____