

**Digital Agenda:** 8th Grade, **United States History** - Ms. Detterich - Skirball Middle School

**Week: 1/25/2016 - Theme #5: African American Studies - Keynote**

MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
<p><b>All Scholars: Learning Goal Objective</b></p>	<p><b>All Scholars: Learning Goal Objective</b></p>	<p><b>All Scholars: Learning Goal Objective</b></p>
<p><b>I will</b> examine Antebellum southern society, by analyzing how/why southern whites demeaned the efficacy of free and enslaved African Americans.</p>	<p><b>I will</b> complete unfinished learning and celebrate my knowledge about how Slavery's affected the United States.</p>	<p><b>I will</b> learn about free African Americans in the Northern States, by analyzing primary and secondary sources on this topic.</p>
<p><b>DO NOW :)</b></p>	<p><b>DO NOW :)</b></p>	<p><b>DO NOW :)</b></p>
<p><b>Volume: Whisper</b> Follow the prompt on the board. <b>10 mins until class begins.</b></p>	<p><b>Volume: Whisper</b> Turn in your notebook and prepare for class. <b>5 mins until class begins.</b></p>	<p><b>Volume: Whisper</b> Follow the prompt on the board. <b>10 mins until class begins.</b></p>
<p><b>AGENDA</b></p>	<p><b>AGENDA</b></p>	<p><b>AGENDA</b></p>
<p><b>1. Whole class: 5-10 mins</b></p> <ul style="list-style-type: none"> <li>a. Discuss the DO NOW.</li> <li>b. <b>Sign-up</b> for your first Learning Station             <ul style="list-style-type: none"> <li>i. <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a></li> </ul> </li> </ul> <p><b>2. Learning Stations</b></p> <ul style="list-style-type: none"> <li>a. Complete 2 stations to earn At Grade Level, do 3 to earn Above Grade Level.</li> <li>b. <b>Station Directions: <a href="#">CLICK HERE</a></b> <ul style="list-style-type: none"> <li>i. Follow ALL the directions for the stations that you choose.</li> </ul> </li> <li>c. <b>Station Readings: <a href="#">CLICK HERE</a></b> <ul style="list-style-type: none"> <li>i. Try to read ALL of each reading that you choose. If you read slowly, skim the texts with the intention of finding helpful information.</li> </ul> </li> </ul> <p><b>3. Exit Ticket: 20 mins</b></p> <ul style="list-style-type: none"> <li>a. <a href="#">Edmodo Celebration of Knowledge</a></li> </ul>	<p><b>1. Whole class:</b></p> <ul style="list-style-type: none"> <li>a. Open last weeks Edmodo Exit Ticket: <a href="#">Theme #5 Slavery in the United States - CLICK HERE</a> and check your scores for the Multiple choice and written sections of the quiz. Retake sections you</li> <li>b. <a href="#">C.E.R.S. Paragraph Summative</a></li> <li>c. <a href="#">Multiple Choice Summative</a></li> </ul> <p><b>2. Independent:</b></p> <ul style="list-style-type: none"> <li>a. <b>Complete</b> any work you did not finish during the week.</li> <li>b. <b>Continue with <a href="#">Genius Hour</a></b></li> <li>c. <b>Check for or do</b> missing quizzes</li> </ul> <p><b>3. Exit Ticket: 15 mins</b></p> <ul style="list-style-type: none"> <li>i. Submit all completed work</li> </ul>	<p><b>1. Whole class: 10 mins</b></p> <ul style="list-style-type: none"> <li>a. Discuss the DO NOW.</li> <li>b. DBQ introduction.</li> <li>c. <b>Sign-up</b> with a partner             <ul style="list-style-type: none"> <li>i. <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a></li> </ul> </li> </ul> <p><b>2. DBQ Activity 110 mins</b></p> <ul style="list-style-type: none"> <li>a. <b>DBQ Directions &gt; <a href="#">CLICK HERE</a></b> <ul style="list-style-type: none"> <li>i. Agent Y - Students <b>Q&amp;A</b></li> <li>ii. I WILL check each MAIN section checkbox.</li> <li>iii. YOU WILL check each sub-checkbox as you complete each activity.</li> </ul> </li> <li>b. <b>Download the DBQ &gt; <a href="#">CLICK HERE</a></b> <ul style="list-style-type: none"> <li>i. This DBQ packet is your only resource.</li> </ul> </li> </ul> <p><b>3. Exit Ticket: 20 mins</b></p> <ul style="list-style-type: none"> <li>a. Turn in your WORK</li> <li>b. <b>EDMODO QUIZ</b></li> </ul>
<p><b>Guiding Question</b></p>	<p><b>Guiding Question</b></p>	<p><b>Guiding Question</b></p>
<p>How AND why did southern whites demean and dehumanize free and enslaved African Americans?</p>	<p>What can I do to become SAT and College ready?</p>	<p>How free were free African Americans in the North?</p>

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STANDARDS	STANDARDS	STANDARDS
<p><b>History Content:</b>  <b>Building Background Knowledge:</b>  <b>Today &gt; 8.7.2, 8.7.3, 8.7.4, 8.6.4, 8.9.1, 8.10.2, 8.11.3, 8.11.2, 8.11.4, and 8.11.5.</b></p> <p><b>Common Core:</b>  <b>Reading Station:</b>  <b>RH 4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Writing Station:</b>  <b>WHST 2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>WHST 7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking/Listening Station:</b>  <b>GR.8-SL 5.0:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>WHST 9.</b> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>RH 2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p><b>History Content:</b>  <b>Building Background Knowledge:</b>  <b>Standards</b> that relate to African American history, political leadership, domestic and foreign policies, arts and literature, and economic development.</p> <p><b>Common Core:</b>  <b>Reading:</b>  <b>RH 9.</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Writing:</b>  <b>WHST 7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking/Listening:</b>  <b>GR.8-SL 4.0:</b> Present claims and findings..emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>History Content:</b>  <b>Building Background Knowledge:</b>  <b>Today &gt; 8.7.2, 8.7.3, 8.7.4, 8.6.4, 8.9.1, 8.10.2, 8.11.3, 8.11.2, 8.11.4, and 8.11.5.</b></p> <p><b>Common Core:</b>  <b>Reading Station:</b>  <b>RH 4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Writing Station:</b>  <b>WHST 2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>WHST 7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking/Listening Station:</b>  <b>GR.8-SL 5.0:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>WHST 9.</b> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>RH 2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><b>Unit Question(s) and Prompts?</b>            Evaluate the United States government’s response to social, economic, and political inequality.            Describe the positive and negative experiences of African Americans from 1400 to 1930.            How does your Genius Hour topic connect to African American history?</p>		
<p><b>Assessments &amp; Homework</b> <a href="#">See web site calendar</a></p>		