

DIGITAL AGENDA: 2-13-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
OBJECTIVE	OBJECTIVE	OBJECTIVE
<p>I will use close reading strategies to analyze texts, images, and other sources about economic, social, and political conflicts that contributed to the Civil War. I will show my learning by using those sources to make station products and write an exit ticket that meet or exceed the standards listed in our lesson rubrics.</p>	<p>I will use my class constitution to suggest amendments or laws that I think will better our classroom learning environment. I will also, learn how to use the TEXT TYPE AND TEXT STRUCTURE worksheet to improve my understanding of my own thinking and writing.</p>	<p>I will use close reading strategies to analyze images about Reconstruction after the Civil War. I will show my learning by using those sources to take high school ready notes, and create an artwork that connects the purpose and effects of reconstruction to our lives today.</p>
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Which type of conflict MOST contributed to the Civil War: economic, social, or political?	What's more important knowing or understanding, and what is knowledge?	What conflicts from the Reconstruction era still affect us today?
AGENDA	AGENDA	AGENDA
<p>A. Community:</p> <p>1. Stations: TM1 - TM3 - TM4 - TM5 - TM6</p> <p>a. Discuss rotations as a class. b. Complete at least 1 product. c. Save your work!!!!</p> <p>B. Resources:</p> <p>a. Narrative of the Life of Frederick Douglass b. Abolitionist Informational Graphic c. Map of Compromises over slavery d. Political Cartoon - Fremont's Proc. e. Station Directions f. Unit 5 Slides Presentation</p> <p>C. Exit Ticket:</p> <p>1. Paragraph answering the Guiding question.</p>	<p>A. Community:</p> <p>1. Presentation a. Unit 5 Slides Presentation</p> <p>B. Resources:</p> <p>a. Station Readings USERNAME: student.341093 PASSWORD: mYK7z4vFO b. See Unit 5 Slides Presentation</p> <p>C. Exit Ticket:</p> <p>1. Submit all your work. 2. Make sure Ms. Detterich (me) has the link to your digital portfolio.</p>	<p>A. Community:</p> <p>a. Unit 5 Slides Presentation - Y-Talk</p> <p>2. Gallery Walk:</p> <p>a. The purpose and effects of reconstruction on the United States. b. Unit 5 Slides Presentation</p> <p>B. Resources:</p> <p>a. Unit 5 Slides Presentation b. Reconstruction Background Essay</p> <p>C. Exit Ticket:</p> <p>1. Present your work to the class.</p>
STANDARDS	STANDARDS	STANDARDS

[LIFE SKILLS: click >](#)

CONTENT KNOWLEDGE:

8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War

STATIONS COMMON CORE SKILLS:

<http://ddetterich.weebly.com/history-classroom.html>

ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.

ELD SKILLS:

ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.

ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)

ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.

ELD A4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)

[LIFE SKILLS: click >](#)

CONTENT KNOWLEDGE:

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (ETAL)

8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. (ETAL)

COMMON CORE SKILLS:

GR8-SL 1.0a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELD SKILLS:

ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)

ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.

[LIFE SKILLS: click >](#)

CONTENT KNOWLEDGE:

8.11 Students analyze the character and lasting consequences of Reconstruction.

COMMON CORE SKILLS:

GR8-SL 1.0a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELD SKILLS:

ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.

ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)

ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.

ELD A4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)

UNIT 5: Conflict

ESSENTIAL QUESTION:

What economic, social, or political problem does the United States face, and how might we alleviate its effects or solve this problem?

Assessments & Homework

[See web site calendar](#)

MISSION OBJECTIVE:

Think like a social scientist to analyze and solve the problems stemming from American conflicts such as the Civil War, Reconstruction, business vs labor, immigration, de facto vs de jure. rule of law, federal vs states rights, AND capitalism vs socialism.