

DIGITAL AGENDA: 2-27-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
OBJECTIVE	OBJECTIVE	OBJECTIVE
<p>I will read one or more texts about the experiences of freedmen and freedwomen living during the Reconstruction Era. I will demonstrate my understanding of the freedmen’s struggle by writing a “Freedmen’s Declaration of Independence” that is based on the original Declaration of Independence from 1776.</p>	<p>I will read one or more texts about the experiences of freedmen and freedwomen living during the Reconstruction Era. I will demonstrate my understanding of the freedmen’s struggle by writing a “Freedmen’s Declaration of Independence” that is based on the original Declaration of Independence from 1776.</p>	<p>I will read one or more texts about the experiences of freedmen and freedwomen living during the Reconstruction Era. I will demonstrate my understanding of the freedmen’s struggle by writing a “Freedmen’s Declaration of Independence” that is based on the original Declaration of Independence from 1776.</p>
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
<p>How does the freedmen’s struggle for rights connect to the original Declaration of Independence?</p>	<p>How does the freedmen’s struggle for rights connect to the original Declaration of Independence?</p>	<p>How does the freedmen’s struggle for rights connect to the original Declaration of Independence?</p>
AGENDA	AGENDA	AGENDA
<p>A. Community:</p> <ol style="list-style-type: none"> 1. Stations: Continue creating your station. <ol style="list-style-type: none"> a. Station Creation Guide <p>B. Resources:</p> <ol style="list-style-type: none"> a. Unit 5 Slides Presentation b. Use the printed reading handouts. <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Turn-in your completed station creation guide 	<p>A. Community:</p> <ol style="list-style-type: none"> 1. Stations: <ol style="list-style-type: none"> a. Complete your own station b. Save and share your work! c. Your product will be used as the exemplar for your peers. <p>B. Resources:</p> <ol style="list-style-type: none"> a. Unit 5 Slides Presentation b. Use the printed reading handouts. <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Turn-in your completed station creation guide 	<p>A. Community:</p> <ol style="list-style-type: none"> 1. Stations: Choose one of your peer’s stations and complete it TM1 - TM3 - TM4 - TM5 - TM6 <ol style="list-style-type: none"> a. Create a station product. b. Save & share your work! <p>B. Resources:</p> <ol style="list-style-type: none"> a. Unit 5 Slides Presentation b. See the reading handouts. c. See peer made station directions <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Exit ticket paragraph and station feedback form

STANDARDS	STANDARDS	STANDARDS
<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> 8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p><u>COMMON CORE SKILLS:</u> 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.</p> <p><u>ELD SKILLS:</u> 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)</p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> 8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p><u>COMMON CORE SKILLS:</u> 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.</p> <p><u>ELD SKILLS:</u> 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)</p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> 8.11 Students analyze the character and lasting consequences of Reconstruction. (ETAL)</p> <p><u>STATIONS COMMON CORE SKILLS:</u> http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p> <p><u>ELD SKILLS:</u> 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)</p>
<p>UNIT 5: Conflict</p>		
<p>ESSENTIAL QUESTION: What economic, social, or political problem does the United States face, and how might we alleviate its effects or solve this problem?</p>	<p>Assessments & Homework See web site calendar</p>	<p>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.</p>