

# DIGITAL AGENDA: 3-6-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
<b>OBJECTIVE</b>	<b>OBJECTIVE</b>	<b>OBJECTIVE</b>
<p><b>Using reading about</b> freedmen and women of the Reconstruction Era, <b>I will demonstrate</b> my <b>knowledge</b> of the subject and my <b>ability</b> to examine texts by identifying central ideas and supporting details in those texts, on a 10 question multiple choice and short answer quiz (see rubric on the board).</p>	<p><b>I will analyze</b> the problems that immigrants faced in America and <b>evaluate</b> how native born Americans socially, politically, or economically treated immigrants. <b>I will demonstrate my learning</b> by writing about my research and discussing what I found with my peers during an academic discussion.</p>	<p><b>I will read about and evaluate</b> U.S. immigration policies and laws, <b>and demonstrate my learning</b> by completing an evaluation of the policies and laws, and then next week, by writing to Pres. Donald Trump about my knowledge of U.S. immigration policy and my immigration policy suggestions for his administration.</p>
<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>
<p>If you were a freedman or woman, would you have tried to declare independence from the United States government? Why or why not?</p>	<p>What problems did immigrants face in America, and why?</p>	<p>Have U.S. immigration policies and laws made America a safer place to live?</p>
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>
<p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Google Classroom:</b> <ol style="list-style-type: none"> <li>a. <b>New Time Machine Classrooms</b>  <b>TM1:</b> 5y2l8k    <b>TM4:</b> dycplzy  <b>TM3:</b> h4m3bw    <b>TM6:</b> hcaedwv</li> <li>b. Discuss the guiding question.</li> <li>c. Preview and take the QUIZ.</li> </ol> </li> <li>2. <b>Preview Notes</b> <ol style="list-style-type: none"> <li>a. <a href="#">Unit 5 Slides Presentation</a></li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Unit 5 Slides Presentation</a></li> <li>2. <a href="#">READINGS - Reconstruction</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. Turn in your <b>quiz</b></li> <li>2. <b>Stamp</b> on preview notes</li> </ol>	<p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> <ol style="list-style-type: none"> <li>a. Choose your readings</li> <li>b. Complete the <a href="#">immigrant experiences worksheet</a></li> <li>c. Discuss with the class</li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>a. <a href="#">Unit 5 Slides Presentation</a></li> <li>b. <a href="#">READING - Immigration</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">immigrant experiences worksheet</a></li> </ol>	<p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Stations: Agent Y Created</b>  <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a> <ol style="list-style-type: none"> <li>a. 2 rotations</li> <li>b. Save your work!</li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>a. <a href="#">Unit 5 Slides Presentation</a></li> <li>b. <a href="#">READING - Immigration</a></li> <li>c. <a href="#">STATION DIRECTIONS</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Evaluation of U.S. immigration policies and laws.</a></li> </ol>

STANDARDS	STANDARDS	STANDARDS
<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</p> <p><b><u>COMMON CORE SKILLS:</u></b></p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 2: 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><u>ELD SKILLS:</u></b></p> <p>ELD C-10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p> <p><b><u>COMMON CORE SKILLS:</u></b></p> <p>WHST 7: 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><u>ELD SKILLS:</u></b></p> <p>ELD C-10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><a href="http://ddetterich.weebly.com/history-classroom.html">http://ddetterich.weebly.com/history-classroom.html</a></p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p> <p><b><u>ELD SKILLS:</u></b></p> <p>ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)</p>
<p><b>UNIT 5: Conflict</b></p>		
<p><b>ESSENTIAL QUESTION:</b></p> <p>What economic, social, or political problem does the United States face, and how might we alleviate its effects or solve this problem?</p>	<p><b>Assessments &amp; Homework</b></p> <p><a href="#">See web site calendar</a></p>	<p><b>MISSION OBJECTIVE:</b></p> <p>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>