

Week: 11/2/2015

MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
<p>All Scholars: Learning Goal Objective</p>	<p>All Scholars: Learning Goal Objective</p>	<p>All Scholars: Learning Goal Objective</p>
<p>I can use the close reading strategy to analyze images, find patterns in historic limitations on women’s rights, and use evidence and vocabulary to explain the results of my analysis.</p>	<p>I can demonstrate my knowledge about the history of women’s rights in the US, as well as my historical reading and writing skills. SEE RUBRICS.</p>	<p>I can build background knowledge about Native American cultures, by reading a variety of texts, by gathering information, and by describing what I’ve learned on an exit ticket.</p>
<p>DO NOW :)</p>	<p>DO NOW :)</p>	<p>DO NOW :)</p>
<p>Volume: SILENT Answer the Do Now question projected on the Enó.</p>	<p>Volume: SILENT Go to Edmodo and begin the QUIZ</p>	<p>Volume: LOW Edmodo vocabulary paragraph</p>
<p>AGENDA</p>	<p>AGENDA</p>	<p>AGENDA</p>
<p>1. Whole class: 20-30 mins a. Discuss: i. Share your answer to the Do Now question. ii. Glue the Art Analysis Graphic Organizer into your notebook. iii. Work together as a class to analyze the sample artwork. 2. Collaboration: 40-50 mins a. Gallery Walk: i. Analyze and examine, go to an artwork. ii. Use the Graphic Organizer to guide your analysis. iii. When you finish with one artwork check in with me, to get your work checked off. iv. Analyze at least 3 artworks. 3. Exit Ticket: 20-30 mins Read the directions and complete the quiz in Edmodo. For sentence frames click here.</p>	<p>1. Turn in your notebook for grading. 2. If you finish early, READ a book of your choice, silently. 3. Notebook checks see Rubric.. 4. Exit ticket: a. Submit your summative celebration of knowledge.</p>	<p>1. Whole class: 15 mins a. Edmodo reply and discuss i. Read two other student replies to my Edmodo post about cultural diversity. ii. Use your knowledge to comment on their replies. 2. Station Rotations: 20 min stations a. Choose a learning station: TM1 - TM3 - TM4 - TM5 - TM6 b. Directions DOWNLOAD NOW c. Checklist check-in after each station. d. Complete at least 2 stations. 3. Exit Ticket: 20 mins Poster Power! Write a three word response to question on the Exit Ticket Poster. a. NO MORE THAN 3 WORDS. b. Choose wisely.</p>
<p>Guiding Question</p>	<p>Guiding Question</p>	<p>Guiding Question</p>
<p>What are some economic, social, and political limitations that women have historically faced in the United States, from the 1600s to today?</p>	<p>NA</p>	<p>What is cultural diversity, and how does it affect the way people feel about what it means to be an American?</p>

STANDARDS	STANDARDS	STANDARDS
<p>History Content: Building Background Knowledge: 8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.6.6: Examine the women's suffrage movement.</p> <p>Common Core: Reading: RH 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Writing: WHST 2. Write informative/explanatory texts, including the narration of historical events...</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Speaking/Listening: GR.8-SL 6.0: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>History Content: Building Background Knowledge: 8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.6.6: Examine the women's suffrage movement...</p> <p>Common Core: Writing: WHST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>Speaking/Listening: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>History Content: Building Background Knowledge: 8.4.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and their outcomes.</p> <p>8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p> <p>8.8.1 Discuss ... Andrew Jackson as president in 1828,... Jacksonian democracy, and his actions as president... policy of Indian removal.</p> <p>8.8. 2. Describe... the concept of Manifest Destiny... Lewis and Clark expedition, ... the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains.</p> <p>Common Core: Reading: 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>Writing: WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking/Listening: GR.8-SL 6.0: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit Question(s) ?

Should women be treated differently than men? What are the differences between gaining equal rights and gaining equal treatment? Do women have both equal rights and equal treatment - economically, socially, and politically?

Assessments & Homework [See web site calendar](#)