

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

Week: 2/16/2016 - Theme #5: African American Studies - Keynote

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 will learn about how and why the Constitution had to be amended to ensure that African Americans' freedom and rights were nationally protected after the end of the Civil War.</p>	<p>I will monitor my effectiveness at turning in assignments on time. (WC2.3)</p>	<p>I will learn about the national and state laws that helped and hindered African American progress after the end of the Civil War, and why African Americans migrated out of the south.</p>
<p>DO NOW :)</p>	<p>DO NOW :)</p>	<p>DO NOW :)</p>
<p>Volume: Whisper Prepare materials and reread the station directions. Class begins 10 minutes after the 2nd bell.</p>	<p>Volume: Whisper Prepare materials. Class begins 5 minutes after the 2nd bell.</p>	<p>Volume: Whisper Prepare materials and Pick your 1st Station Class begins 10 minutes after the 2nd bell.</p>
<p>AGENDA</p>	<p>AGENDA</p>	<p>AGENDA</p>
<p>1. Whole class: 5 mins a. Questions and answers about the station directions, about what you will be learning today, or about the guiding question.</p> <p>2. Learning Stations x 3: Finish Your group can choose which station to do first, second, and third. COMPLETE ALL STATIONS before the end of class, 1st, 2nd, & 3rd place prizes will be awarded to the groups with the best quality finished products.</p> <p>a. Station materials: i. DIRECTIONS > CLICK HERE ii. READINGS > CLICK HERE</p> <p>3. Exit Ticket: 15-20 mins a. EDMODO QUIZ</p>	<p>1. Independent: a. Finish/Work on DBQ b. Finish Stations See my website c. Genius Hour ...continue d. Edmodo ...finish missing Exit Tickets and quizzes.</p> <p>2. Exit Ticket: 5 mins i. Clean-up ii. Submit all completed work</p>	<p>1. Whole class: 5 mins a. Discuss the Objective and Guiding Q.</p> <p>2. Learning Stations: 2 stations are due by the end of class. a. Choose a station: i. TM1 - TM3 - TM4 - TM5 - TM6 b. Stations' materials and reminders i. Grading Rubric > CLICK HERE ii. Station Directions > CLICK HERE iii. Station Readings > CLICK HERE</p> <p>3. Exit Ticket: 20 mins a. EDMODO QUIZ</p>
<p>Guiding Question</p>	<p>Guiding Question</p>	<p>Guiding Question</p>
<p>Did the national government's attempts to politically reconstruct the south after the Civil War result in equality for African Americans?</p>	<p>What can I do to become SAT and College ready?</p>	<p>What national and state laws caused African Americans to migrate out of the south and across the United States of America (U.S.A.)?</p>

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STANDARDS	STANDARDS	STANDARDS
<p>History Content: Building Background Knowledge: 8.7.2, 8.7.3, 8.7.4, 8.6.4, 8.9.1, 8.11.3, 8.11.2, and 8.11.5. SEE OBJECTIVE FOR STANDARD LANGUAGE.</p> <p>Common Core: Reading Station: RH 4. 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>Writing Station: WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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>Speaking/Listening Station: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>WHST 9. Draw evidence from informational texts to support analysis reflection, and research.</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>History Content: Building Background Knowledge: Standards that relate to African American history, political leadership, domestic and foreign policies, arts and literature, and economic development.</p> <p>Common Core: Reading: NA</p> <p>Writing: NA</p> <p>Speaking/Listening: NA</p> <p>Life Skills: WC2.3</p>	<p>History Content: Building Background Knowledge: 8.7.2, 8.7.3, 8.7.4, 8.6.4, 8.9.1, 8.11.3, 8.11.2, and 8.11.5. SEE OBJECTIVE FOR STANDARD LANGUAGE.</p> <p>Common Core: Reading Station: RH 4. 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>Writing Station: WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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>Speaking/Listening Station: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>WHST 9. Draw evidence from informational texts to support analysis reflection, and research.</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>Unit Question(s) and Prompts? 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>Assessments & Homework See web site calendar</p>		