

19 October 2017

## *Finding Common Ground*

**SWBAT:** utilize various literacies  
to determine elements of  
"common ground"

**Learning Goals:**

**Bellwork (40 minutes)**

*Single Story*

**Agenda (3 minutes)**

*Skill Writing*

**Workshop (40)**

**MAPS**

**Vocabulary**

**MOSAIC**

**Peace/Out (2 minutes)**

**Bellwork**  
**Life Lessons**  
*YN: utensil/paper*



*Notetaking*

<https://www.youtube.com/watch?v=D9lhs241zeg>

## *Finding Common Ground*

### **Bellwork**

### **Life Lessons**

### ***YN: utensil/paper***



**19 October 2017**

**SWBAT:**

**Bellwork (40 minutes)**  
***Single Story***

**Agenda (3 minutes)**

***Skill Writing***

**Workshop (40)**

**MAPS**

**Vocabulary**

**MOSAIC**

**Peace/Out (2 minutes)**

***Anything in this video that makes you think “wow?”***

***Can you think of a time where you know you have done this?***

***How does the act of banning/challenging limit us to a single story?***

***Are you aware of “curating” your social media? Does this limit either you or others knowledge? Does this matter?***

19 October 2017

SWBAT utilize various literacies to determine elements of "common ground"



***UPCOMING- EVEN DAY***

**THIS WEEK**

**NEXT WEEK**

**10/17**

**New Vocabulary Stations**

**HW: finish all station work**

**10/19**

**MAPS Results  
Goal setting  
Vocab practice**

**HW: finish bellwork**

**10/23**

**Timed Revision of DBQ  
Vocab practice  
HW: none**

**10/25**

**Peer edit of DBQ/Submit  
Vocab practice  
HW: none**

**10/26**

**NO SCHOOL  
Parent/Teacher  
Conferences**

**10/27**

**NO SCHOOL**

*Finding Common Ground*

19 October 2017

SWBAT: reflect on writing process

Bellwork (40 minutes)  
*Single Story*

Agenda (3 minutes)

*Skill Writing*

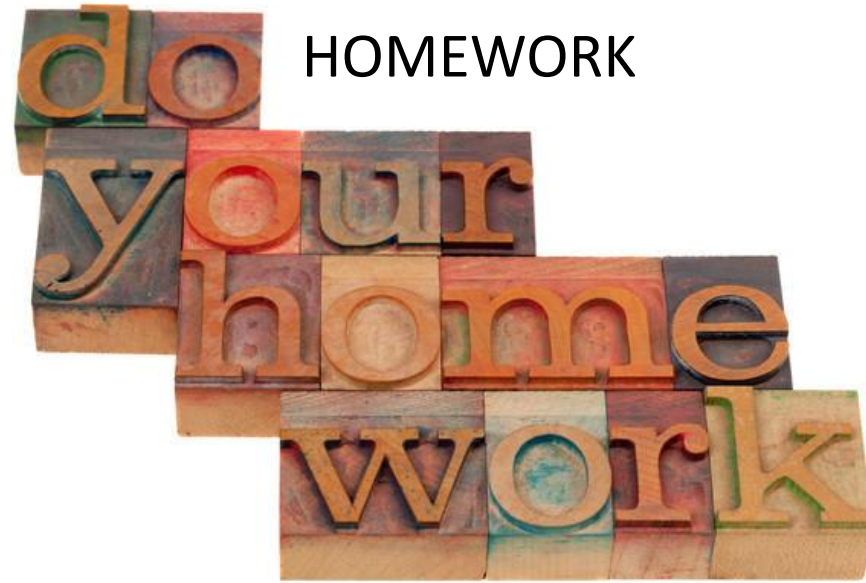
Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



HOMework

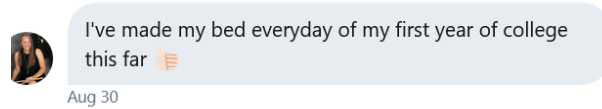
1. Finish the bellwork

# Finding Common Ground

## #makeyourbed beds

19 October 2017

SWBAT: reflect on writing process



Bellwork (40 minutes)

Single Story

Agenda (3 minutes)

Skill Writing

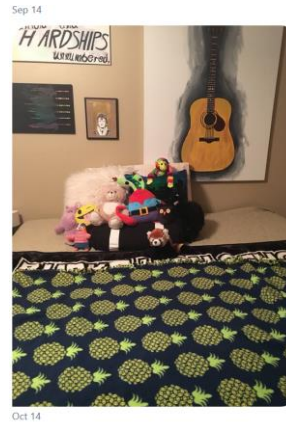
Workshop (40)

MAPS

Vocabulary

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Peace/Out (2 minutes)



*Finding Common Ground*

**Out of Many, One**

**Project: Create a Community**

*YN: Collections, Close reader, Declaration of Independence, Dot Project, markers, scissors, tape*

**19 October 2017**

**SWBAT: reflect on writing process**

**Bellwork (40 minutes)**

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**Agenda (3 minutes)**

*Skill Writing*

As a class:

Make a dot mosaic/quilt(?)

**Workshop (40)**

**MAPS**

**Vocabulary**

**MOSAIC**

**Peace/Out (2 minutes)**

## *Finding Common Ground*

### **Out of Many, One**

#### **Project: Create a Community**

*YN: Collections, Close reader, Declaration of Independence, Dot Project, markers, scissors, tape*

As a pod:

1. Determine what quotes and ideas you like from the various readings.  
(write them down)

As a class:

2. Share  
(someone write them down)

As a class:

3. Write the “best” quotes on the poster

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**Peace/Out (2 minutes)**

# Finding Common Ground

19 October 2017

SWBAT: reflect on writing process

## DBQ Analysis

*Students will: determine how their individual writing meets a standardized expectation*

*YN: DBQ rubric/highlighter/your own writing*

Bellwork (40 minutes)

*Single Story*

Agenda (3 minutes)

*Skill Writing*

Workshop (40)

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Peace/Out (2 minutes)

Writing Criterion	Thesis Criteria	Evidence/Analysis
<b>A. THESIS STATEMENT</b> 1 point	<b>1.A.</b> The thesis statement clearly identifies the topic and the central idea of the response.	<b>1.A.</b> The response clearly identifies the topic and the central idea of the response. The thesis statement is clearly identifiable and is supported by the evidence in the response.
<b>B. CONTEXTUALIZATION</b> 1 point	<b>1.B.</b> The response identifies the historical context of the event or issue.	<b>1.B.</b> The response identifies the historical context of the event or issue. The response includes a clear and specific reference to the historical context of the event or issue.
<b>C. EVIDENCE</b> 2 points	<b>1.C.</b> The response uses relevant and specific evidence to support the thesis statement.	<b>1.C.</b> The response uses relevant and specific evidence to support the thesis statement. The response includes a clear and specific reference to the evidence used to support the thesis statement.
<b>D. ANALYSIS AND ARGUMENT</b> 3 points	<b>1.D.</b> The response analyzes the evidence and makes a clear argument about the event or issue.	<b>1.D.</b> The response analyzes the evidence and makes a clear argument about the event or issue. The response includes a clear and specific reference to the evidence used to support the thesis statement.

1. Annotate document using knowledge of my annotation expectation

- On back of document:
- How does this match what you already do for English?



# Finding Common Ground

19 October 2017

SWBAT: reflect on writing process

## DBQ Analysis

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AP History DBQ Rubric (7 points)		
Reporting Category	Scoring Criteria	Decision Rules
<b>A. HISTORICAL SKILL</b> DB-1 pts	<b>1 pt</b> Responds to the prompt with a historically defensible thesis that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>B. CONTEXTUALIZATION</b> DB-1 pts	<b>1 pt</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. The point is not awarded for merely phrases or references.
<b>C. EVIDENCE</b> DB-3 pts	<b>Evidence from the Documents</b> <b>1 pt.</b> Uses the content of at least three documents to address the topic of the prompt. <b>OR</b> <b>2 pts.</b> Supports an argument in response to the prompt using at least six documents.	To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents, enabling the response to use the content of the documents to support an argument in response to the prompt.
	<b>Evidence beyond the Documents</b> <b>1 pt.</b> Uses at least one additional piece of the specific historical evidence beyond that found in the documents provided in response to the prompt.	To earn this point, the response must describe the evidence used that was not from a document or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
<b>D. ANALYSIS AND REASONING</b> DB-3 pts	<b>1 pt.</b> For at least three documents, explains how or why the document is part of a new purpose, historical situation, or perspective relevant to an argument. <b>1 pt.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	To earn this point, the response must explain how or why rather than simply identifying the document's point of view, purpose, historical situation, or evidence relevant to an argument about the prompt for each of the three documents required. A response may demonstrate a complex understanding in a variety of ways, such as: • Explaining a matter of an issue by employing multiple viewpoints • Exploring both similarity and difference, or explaining both continuity and change, or exploring multiple causes, or explaining both cause and effect. • Exploring relevant and insightful connections with and across periods. • Contrasting the validity of an argument by

On back of document (or different paper):

1. How did your writing match up?
2. Can you see where there are “crossovers” between what I am asking of you and what Akins is teaching?

# Finding Common Ground Vocabulary Practice

19 October 2017

SWBAT: reflect on  
writing process

*Students will: continue practicing usage of SAT-level  
words*

*YN: vocabulary cards/headbandz*

Bellwork (40 minutes)

*Single Story*

Agenda (3 minutes)

*Skill Writing*

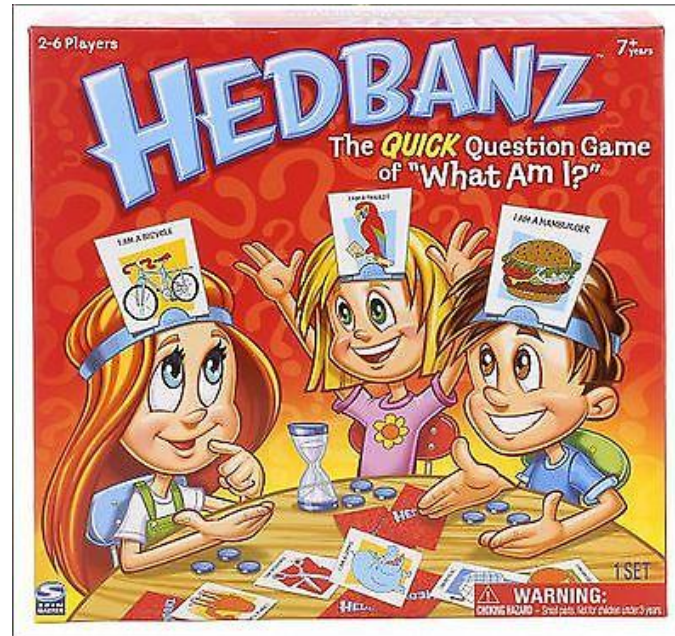
Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



**UNIT 2 words**

*“Mental credit” for use of UNIT 1 words in  
your clues*

## Finding Common Ground

# GOAL SETTING

*Students will: use test results to set reading goals  
winter test*

*YN: MAPS results*

19 October 2017

SWBAT: reflect on  
writing process

Bellwork (40 minutes)  
*Single Story*

Agenda (3 minutes)

*Skill Writing*

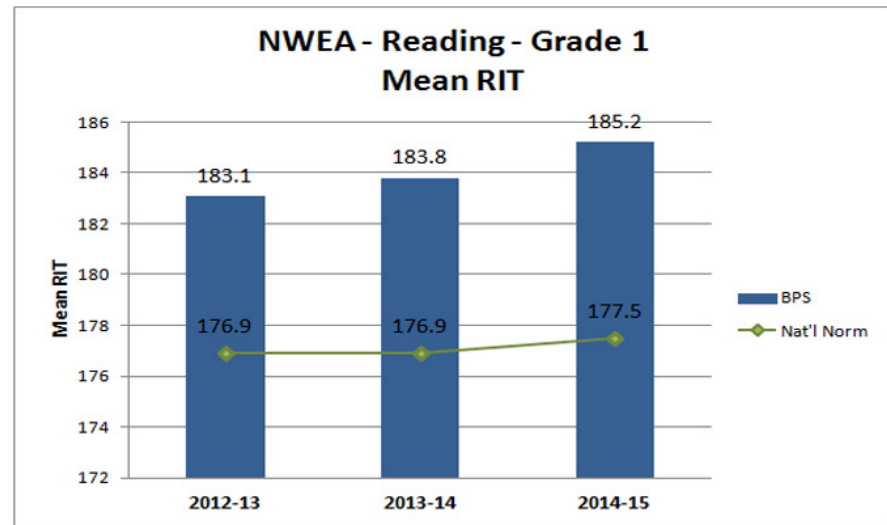
Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



1. I do not care (kind of)
2. **YOU SHOULD NOT CARE TOO MUCH**
3. Do you have **yellow**? That is where I care.

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# GOAL SETTING

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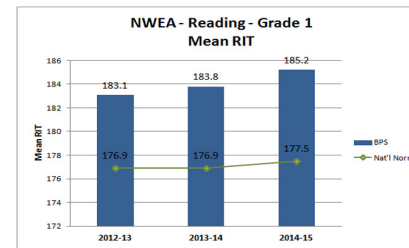
Workshop (40)

MAPS

Vocabulary

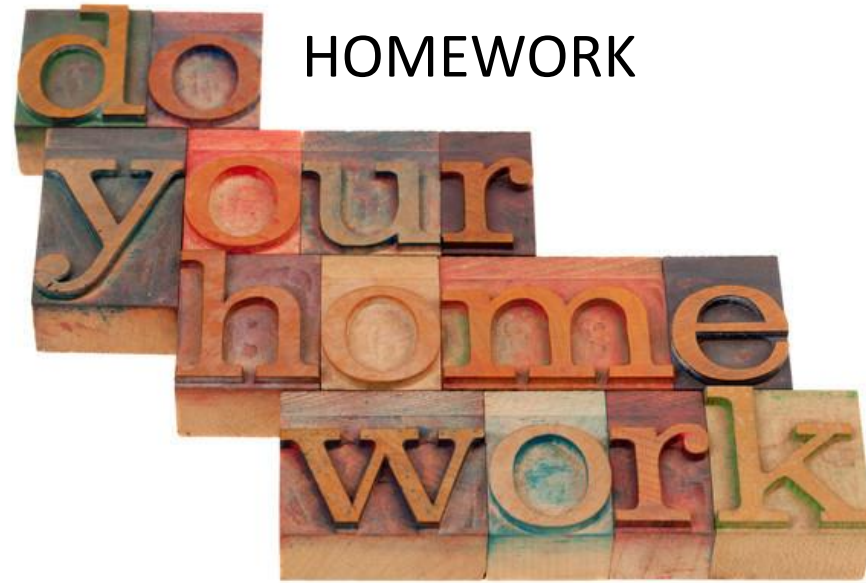
MOSAIC

Peace/Out (2 minutes)



1. Is there an area where you need to pay special attention?
2. Are you aware of this fact already?
3. Do you want to do extra extra work?

*Finding Common Ground*



HOMework

**19 October 2017**

**SWBAT: reflect on writing process**

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*Single Story*

**Agenda (3 minutes)**

**Skill Writing**

**Workshop (40)**

**MAPS**

**Vocabulary**

**MOSAIC**

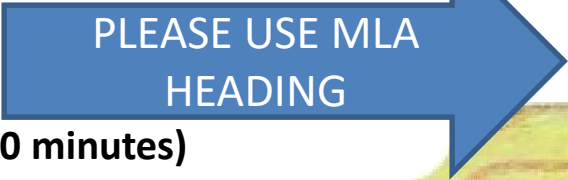
**Peace/Out (2 minutes)**

1. Finish the bellwork

19 October 2017

*Finding Common Ground*

SWBAT: reflect on writing process



Write on a piece of scratch paper  
Name/Teacher/Block/Date

Bellwork (40 minutes)  
*Single Story*

Agenda (3 minutes)

*Skill Writing*

Workshop (40)  
MAPS  
Vocabulary  
MOSAIC

Peace/Out (2 minutes)

