

23 October 2017

A Matter of Life and Death

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

Connections

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)

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Bellwork
Connections

Learning Goals:

As a class:

Bellwork (40 minutes)

2. Share

Single Story

(someone write them down)

Agenda (3 minutes)

Ex: Block 4

Skill Writing

“Amid all these failures is something spectacularly successful” (Quindlan)
“Out of many, one” (Quindlan)

Workshop (40)

“Be a part of the conversation, but more important, take part in action” (Patel)
“Community added is individualism” (Patel)

MAPS

“Now is the time...” (Patel)

Vocabulary

“Sick of generalizations that apply to large groups” (Patel)

MOSAIC

“When you build bridges that show we are better together, you lower the barriers that make people believe we are better apart” (Patel)

Peace/Out (2 minutes)

“Building walls doesn’t bring us together, tearing them down does” (Randy South Park)

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Workshop (40)

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Peace/Out (2 minutes)

**Bellwork
Connections**

As a class:

3. Write the “best” quotes on the poster

4. **Create new DOT mosaic
to represent your class**

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Bellwork (40 minutes)
Single Story

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Peace/Out (2 minutes)

Bellwork

Life Lessons

YN: utensil/paper



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

Can you think of a time when 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?

TURN THIS IN

23 October 2017

A Matter of Life and Death

DBQ Analysis

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

YN: DBQ rubric/highlighter/your own writing

SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)

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Skill Writing

Workshop (40)

MAPS

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MOSAIC

Peace/Out (2 minutes)

AP History DBQ Rubric (7 points)

Scoring Category	Performance Level	Description
7. ANALYZE AND INTERPRET	7.1	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.
	7.2	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.
6. CONSIDER CONTEXT	6.1	Contextualization: The response includes contextualization that is relevant to the prompt and the documents. It includes a clear and specific reference to the historical situation.
	6.2	Contextualization: The response includes contextualization that is relevant to the prompt and the documents. It includes a clear and specific reference to the historical situation.
5. SUPPORT WITH EVIDENCE	5.1	Evidence Used to Support Thesis: The response uses a variety of relevant and specific evidence from the documents to support the thesis. The evidence is clearly and effectively analyzed and explained.
	5.2	Evidence Used to Support Thesis: The response uses a variety of relevant and specific evidence from the documents to support the thesis. The evidence is clearly and effectively analyzed and explained.
4. ANALYZE AND INTERPRET	4.1	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.
	4.2	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.
3. CONSIDER CONTEXT	3.1	Contextualization: The response includes contextualization that is relevant to the prompt and the documents. It includes a clear and specific reference to the historical situation.
	3.2	Contextualization: The response includes contextualization that is relevant to the prompt and the documents. It includes a clear and specific reference to the historical situation.
2. SUPPORT WITH EVIDENCE	2.1	Evidence Used to Support Thesis: The response uses a variety of relevant and specific evidence from the documents to support the thesis. The evidence is clearly and effectively analyzed and explained.
	2.2	Evidence Used to Support Thesis: The response uses a variety of relevant and specific evidence from the documents to support the thesis. The evidence is clearly and effectively analyzed and explained.
1. ANALYZE AND INTERPRET	1.1	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.
	1.2	Thesis: The thesis is clearly stated, specific, and directly addresses the prompt. It is supported by a variety of relevant and specific evidence from the documents.

1. Annotate document using knowledge of my annotation expectation

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

TURN THIS IN

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

UPCOMING- EVEN DAY

THIS WEEK

NEXT WEEK

10/23

10/31

~~Timed Revision of DBQ~~

Vocab practice

Annotation

HW: read

Vocab practice

HW: finish annotation

10/25

11/1

Timed revision of DBQ

Vocab practice

OPS "Test"

HW: read

Vocab practice

HW: read

10/26

NO SCHOOL

Parent/Teacher

Conferences

10/27

NO SCHOOL



Put this in your
Agenda

A Matter of Life and Death

23 October 2017

SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)

Single Story

Agenda (3 minutes)

Skill Writing

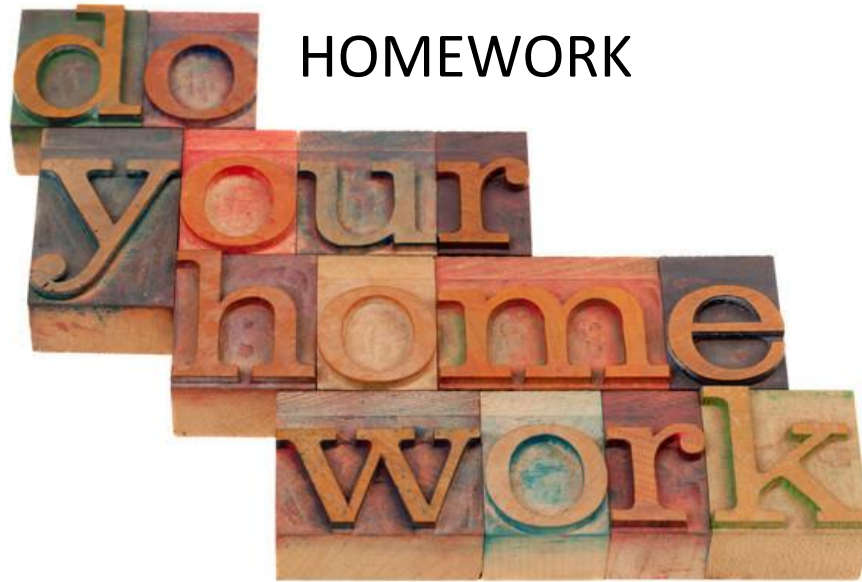
Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



HOMEWORK


1. Finish the annotation
2. Read

23 October 2017

A Matter of Life and Death

SWBAT: Identify rhetorical devices in a speech

#makeyourbed beds

 I've made my bed everyday of my first year of college this far 📅

Aug 30

Bellwork (40 minutes)

Single Story

Agenda (3 minutes)

Skill Writing

 Antonia @lowkeyantonia

Made my bed for the first time since I was shown the McRaven video @homancartnotes



5:32 AM · 7 Sep 2017

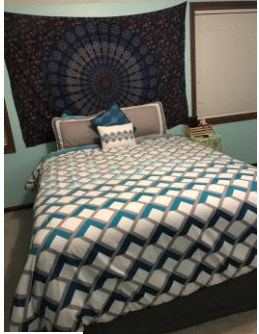
 Pam Homan @homancartnotes

@lowkeyantonia me too. Except I make it every day. #makeyourbed



5:47 AM · 7 Sep 2017

 Katherine Bourn @Maruaders_Era · 3h @homancartnotes I have done it!

Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



Sep 14

 SuperPoint @SuperPointed · 11h @homancartnotes #MakeYourBed



Oct 14



23 October 2017

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Skill Writing

Workshop (40)

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Vocabulary

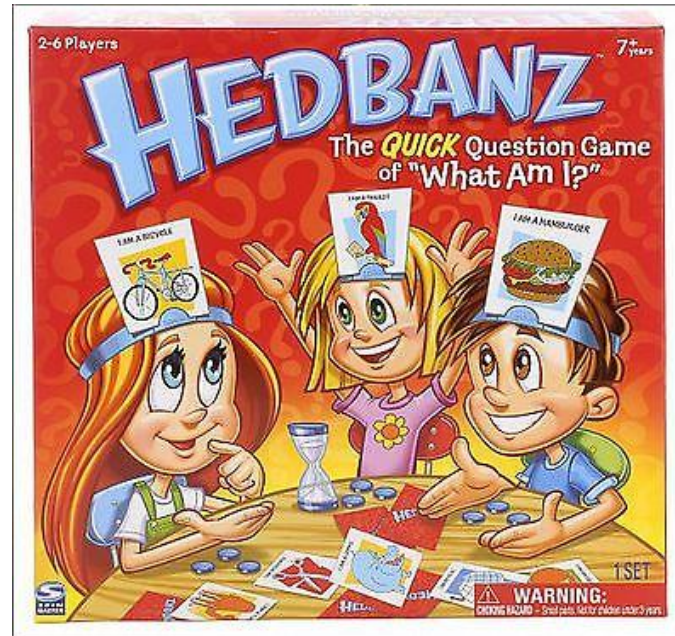
MOSAIC

Peace/Out (2 minutes)

A Matter of Life and Death **Vocabulary Practice**

Students will: continue practicing usage of SAT-level words

YN: vocabulary cards/headbandz



UNIT 2 words

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

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A Matter of Life and Death

Stations

Students will: utilize multiple skills

YN: McRaven document/Brain

SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)

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Agenda (3 minutes)

Skill Writing

Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)

Annotation Nation

Reading: Biography

McRaven Speech

Library

In addition to the mosaic, I will be looking for students to do these two “projects”

Annotation Document

**Select individual novel:
Genre=biography**

Looking for Rhetorical Devices/Techniques

Requirement: Must be a person from the US.

I will be asking for EFFECT of his “tricks”

I will be asking about how US history affected individual

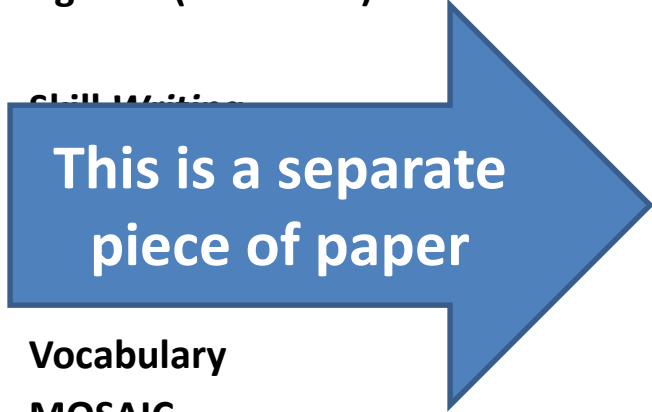
23 October 2017

SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)
Single Story

Agenda (3 minutes)

Skill Writing



**This is a separate
piece of paper**

Vocabulary
MOSAIC

Peace/Out (2 minutes)

A Matter of Life and Death

Stations

Students will: utilize multiple skills

YN: McRaven document/Brain

Annotation Nation

1. What rhetorical devices/techniques are you seeing?
2. HOW DO THE “TRICKS” help you connect with the speech?

What is one of the lessons you can “take away” from his speech and apply to self?

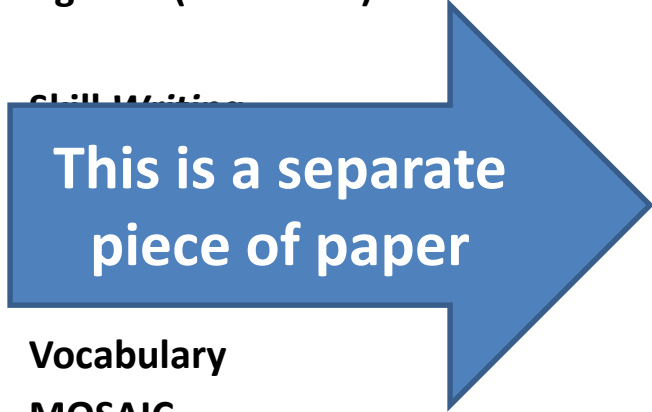
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SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)
Single Story

Agenda (3 minutes)

Skill Writing



**This is a separate
piece of paper**

Vocabulary
MOSAIC

Peace/Out (2 minutes)

A Matter of Life and Death

Stations

Students will: utilize multiple skills

YN: McRaven document/Brain

What is one of the lessons you can “take away” from his speech and apply to self?

In his speech to the graduating class of 2014, Admiral William McRaven used various literary and rhetorical techniques to “hook” his audience. From allusion to pathos, McRaven demonstrated how one individual can affect change.

Then identify some, then tell me one you are taking forward.

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SWBAT: Identify rhetorical devices in a speech

Bellwork (40 minutes)

Single Story

Agenda (3 minutes)

Skill Writing



Go find a book

Vocabulary

MOSAIC

Peace/Out (2 minutes)

A Matter of Life and Death

Stations

Students will: utilize multiple skills

YN: library/Brain

Go pick out a biography

Ask Ms. McCune where the biographies are located

Find one that speaks to you.

I do not care what you are reading, but you will be defending the choice, the role the individual played in history, the obstacles he/she faced, elements you consider in APUSH

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Skill Writing

Workshop (40)

MAPS

Vocabulary

MOSAIC

Peace/Out (2 minutes)



HOMEWORK

1. Finish the annotation
2. Read

23 October 2017

A Matter of Life and Death

SWBAT: Identify rhetorical devices in
PLEASE USE MLA HEADING

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)

