

6 September 2017

## *Finding Common Ground*

SWBAT: Use organizational skill to create outline for DBQ-type writing

Write on a piece of scratch paper  
**MLA HEADING/WITH BLOCK**

Bellwork (15 minutes)

Agenda (2 minutes)

Skills (30 minutes)

*All In*

*Brainstorming*

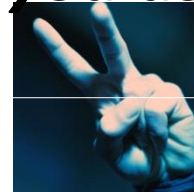
Workshop (30 minutes)

*Outlining*

Peace/Out (2 minutes)

*Ms. Homan would like you to tell her what book you chose for your September reading. Assuming you did.*

*If you follow this model, what narrative voice and sentence type are you using?*



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**UPCOMING- EVEN DAY**

**THIS WEEK**

**NO SCHOOL ON MONDAY**

**9/6**

**Peer editing #1  
DBQ/Argument  
HW: add evidence**

**9/8**

**Peer editing #2  
Imbedding Manifesto  
HW: add Manifesto**

**You have your book?**

**NEXT WEEK**

**9/12**

**Peer edit #3  
Text book assigned  
The Dot  
HW: Dot/ Reading**

**9/14**

**DBQ/Wis/Mani DUE  
Vocabulary Work**

**NO SCHOOL ON FRIDAY**

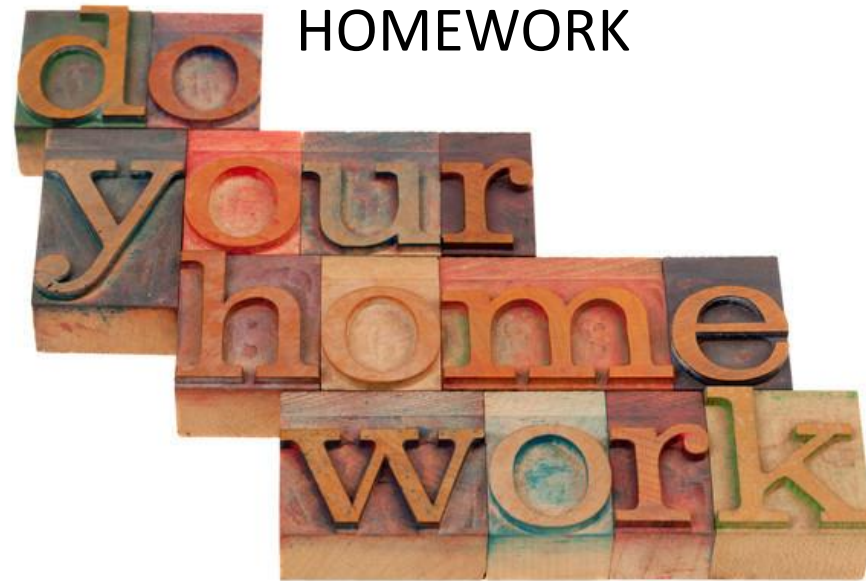


**Put this in your Agenda**

6 September 2017

*Finding Common Ground*

**SWBAT: Use organizational skill to create outline for DBQ-type writing**



**Bellwork (10 minutes)**

**Agenda (2 minutes)**

**Skills (30 minutes)**

***Outlining***

**Workshop (40 minutes)**

***Drafting***

**Peace/Out (2 minutes)**

- 1. Finish the outline (NOT COUNTERARGUMENT)**
- 2. Draft 1 of “Finding Wisdom” writing is DUE WEDNESDAY (written or typed)**

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*Finding Common Ground*

# Banned and Challenged Book Project

September Reading

SWBAT: Use organizational skill to create outline for DBQ-type writing

Bellwork (10 minutes)

Agenda (2 minutes)

Skills (20 minutes)

*Editing manifesto*

Workshop (45 minutes)

*Finding Wisdom*

Peace/Out (5 minutes)



6 September 2017

SWBAT: Use organizational skill to create outline for DBQ-type writing

Bellwork (10 minutes)

Agenda (2 minutes)

Skills (20 minutes)

*Editing manifesto*

Workshop (45 minutes)

*Finding Wisdom*

Peace/Out (5 minutes)

*Finding Common Ground*

# Banned and Challenged Book Project

## September Reading



**I WOULD**

**Keep a “Reading Journal”**

Name of text? Author? Who published?

5W’s

Setting

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Bellwork (10 minutes)

Agenda (2 minutes)

Skills (20 minutes)

*Editing manifesto*

Workshop (45 minutes)

*Finding Wisdom*

Peace/Out (5 minutes)

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# Banned and Challenged Book Project

## September Reading



**Read with general awareness**

(be prepared to defend FROM TEXT)

**How do you match with protagonist?**

**How do you differ?**



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Bellwork (10 minutes)

Agenda (2 minutes)

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*Editing manifesto*

Workshop (45 minutes)

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Peace/Out (5 minutes)

*Finding Common Ground*

## Cornell note practice



University of Texas at Austin 2014  
Commencement Address –  
*Admiral William H. McRaven*

### Take notes:

- What is his “Claim”
- How does he defend?

<https://www.youtube.com/watch?v=pxBQLFLei70>

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Bellwork (15 minutes)

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Skills (30 minutes)

All In  
Brainstorming

Workshop (30 minutes)

Outlining

Peace/Out (2 minutes)

*Finding Common Ground*

**DBQ Practice**

*Choose the Adjective*

*Find your Proof (support claim)*

*Find your example (support proof)*

**Fill out the organizer**





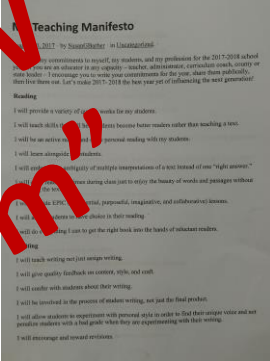
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Finding Common Ground

DBQ Practice (Mashup)

SWBAT: Use organizational skill to create outline for DBQ-type writing

“Finding Wisdom” + Bulldog Manifesto



DUE NOW  
“Wisdom”

Assignment:  
USING YOUR OUTLINE: Write a paper telling the reader how this year is going to be in the cohort.

Identify the claim, tell me the proof, use the text examples. Remember to **CITE YOUR EXAMPLES**

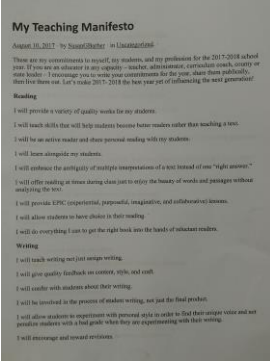
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# Finding Common Ground

## DBQ Practice (Mashup)

### “Finding Wisdom” + Bulldog Manifesto

SWBAT: Use organizational skill to create outline for DBQ-type writing



**You did this  
(you might  
not have the  
examples)**

Assignment:  
USING YOUR OUTLINE: Write a paper telling the reader how this year is going to be in the cohort.

Identify the claim, tell me the proof, use the text examples. Remember to **CITE YOUR EXAMPLES**

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SWBAT: Use organizational skill to create outline for DBQ-type writing

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## DBQ Practice (Mashup)



### Peer Editing

1. Highlighters (blue, pink, yellow)
2. Brain
3. Ears
4. Someone's paper

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SWBAT: Use organizational skill to create outline for DBQ-type writing

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## DBQ Practice (Mashup)



**Peer Editing**

**You will  
Mark specific elements for the student**

**What is not present will need to be added.**

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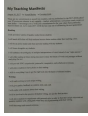
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SWBAT: Use organizational skill to create outline for DBQ-type writing

**DBQ Practice (Mashup)**



*“Finding Wisdom” + Bulldog Manifesto*



Bellwork (10 minutes)

Agenda (2 minutes)

Structure

Intro: hook/reflect prompt/reason/thesis

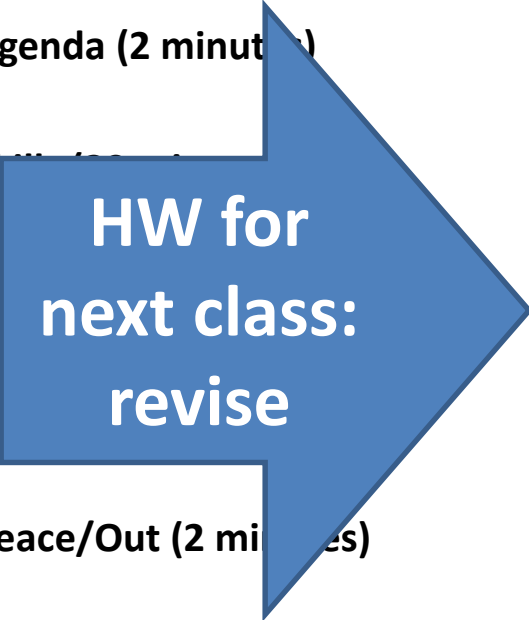
Body: topic 1/proof/example(s)

Body: topic 2/proof/example(s)

Body: topic 3/proof/example(s)

~~YOUR MANIFESTO INFORMATION~~

Conclusion



Peace/Out (2 minutes)

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SWBAT: Use organizational skill to create outline for DBQ-type writing

**DBQ Practice (Mashup)**

***“Finding Wisdom” + Bulldog Manifesto***

*Example Intro:*

**Hook:**  
*Invite reader in*

***As a student coming out of middle school, I was caught unprepared for the rigor of high school, especially this Honors English/APUSH cohort. There are numerous assignments with different expectations, different styles of teaching, so much reading to try to manage; I love a challenge, however, and know this year will be exciting.***

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## DBQ Practice (Mashup)

### *“Finding Wisdom” + Bulldog Manifesto*

*Example Intro:*

*As a student coming out of middle school, I was caught unprepared for the rigor of high school, especially this Honors English/APUSH cohort. There are numerous assignments with different expectations, different styles of teaching, so much reading to try to manage; I love a challenge, however, and know this year will be exciting.*

**Topic:**

*What are you addressing? Try to reflect the prompt*



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**DBQ Practice (Mashup)**

***“Finding Wisdom” + Bulldog Manifesto***

*Example Intro:*

*As a student coming out of middle school, I was caught unprepared for the rigor of high school, especially this Honors English/APUSH cohort. **There are numerous assignments with different expectations, different styles of teaching, so much reading to try to manage; I love a challenge, however, and know this year will be exciting.***

**Reasons:**

***Tell the reader what to expect***

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### DBQ Practice (Mashup)

### *“Finding Wisdom” + Bulldog Manifesto*

*Example Intro:*

*As a student coming out of middle school, I was caught unprepared for the rigor of high school, especially this Honors English/APUSH cohort. There are numerous assignments with different expectations, different styles of teaching, so much reading to try to manage; I love a challenge, however, and know this year will be exciting.*

**Thesis (claim):**  
Tell the reader what you are fighting to prove

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**DBQ Practice (Mashup)**

***“Finding Wisdom” + Bulldog Manifesto***

**Introduce the topic of paragraph.**

**Matches one of the “reasons”**

*Body 1:*

*Rubrics* are something many students read like a holy document. As honors students, we are used to checking off all the requirements for a “4” and turning out materials in, confident of the outcome. But this year, *there are so many different rubrics to look over with such differing expectations: (list the language, make sure to cite)...spin to an opportunity for excitement, not a complaint).*

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## *Finding Common Ground*

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### DBQ Practice (Mashup)

### *“Finding Wisdom” + Bulldog Manifesto*

*Body 1:*

*Rubrics* are something many students read like a holy document. As honors students, we are used to checking off all the requirements for a “4” and turning out materials in, confident of the outcome. But this year, *there are so many different rubrics to look over with such differing expectations: (specific document, list the language, make sure to cite)...*spin to an opportunity for excitement, not a complaint).

**Introduce the document you are actually using**

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### DBQ Practice (Mashup)

### *“Finding Wisdom” + Bulldog Manifesto*

*Body 1:*

*Rubrics* are something many students read like a holy document. As honors students, we are used to checking off all the requirements for a “4” and turning out materials in, confident of the outcome. But this year, *there are so many different rubrics to look over with such differing expectations: Documents 2B and 2C, for example, are confusing.*

**Introduce the document you are actually using**

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### DBQ Practice (Mashup)

### *“Finding Wisdom” + Bulldog Manifesto*

*Body 1:*

*Rubrics* are something many students read like a holy document. As honors students, we are used to checking off all the requirements for a “4” and turning out materials in, confident of the outcome. But this year, *there are so many different rubrics to look over with such differing expectations: Documents 2B and 2C, for example, are confusing. “Extracted relevant information” for a 4 (2C), while 2B discusses points and “thesis and argument development”. I how do I determine “relevant”? What is a thesis?*

**Cite the actual words that make you know**

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## DBQ Practice (Mashup)

### “Finding Wisdom” + Bulldog Manifesto

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Agenda (2 minutes)

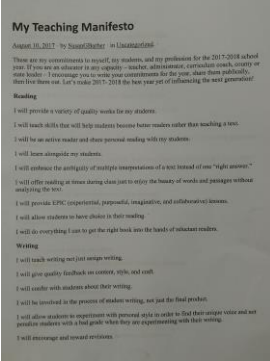
Skills (30 minutes)

### Outlining

Workshop (40 minutes)

### Drafting

Peace/Out (2 minutes)



Assignment:

Write a paper telling the reader how this year is going to be in the cohort.

Identify the claim, tell me the proof, use the text examples.

ADDITIONALLY, use 3 of the thoughts from your student manifesto to tell me HOW/WHY your manifesto goals will either MATCH or HELP you do well this year.

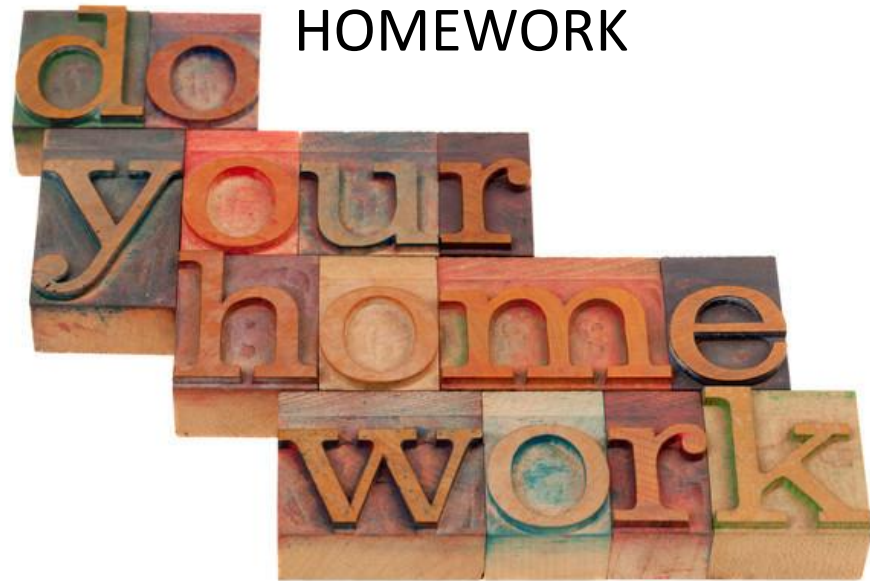




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**Agenda (2 minutes)**

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*Outlining*

**Peace/Out (2 minutes)**

- 1. Revise your paper**

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