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| Finding Wisdom(Part II)1Question8documents + 4 Clues1Written response Per Student

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| ObjectivePart 1: After solving the mystery, students will answer one “guiding question”, using own experience and documents as support for individual claims. Part 11: Students will revise answers based on criteria provided by APUSH and H English teacher(s). |
| 20 minutes per “Shift” Explain what you’re especially good at. What sets you apart? Use your own language—not jargon. |

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| You needDocumentsMap: Burke HSDBQ Rubric/Research Project RubricSecondary Source: Article 1Secondary Source: Article 2Primary Source: Akins SyllabusPrimary Source: Homan SyllabusPolitical Cartoon analysis/English cartoonClues 1-4Supplied by teacher |
| StepsStep 1 (20 minutes)Guiding Question/ Discussion*Based on “stems”, determine how to best approach your writing***STEP 2 (20 MINUTES)**Share *Talk with tablemates about your approach and the documents you think you might use for evidence (claim/support)***STEP 3 (20 MINUTES)**Independent Start*Do you need to outline (ask for one)?* *Can you start from scratch (do it)?* *Draft #1 will be DUE in HENG 1 class on \_\_\_\_\_\_for peer editing related to English content. (Research Rubric is starting point for grade)* |
| Volunteer Experience or LeadershipDid you manage a team for your club, lead a project for your favorite charity, or edit your school newspaper? Go ahead and describe experiences that illustrate your leadership abilities. |

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