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| **Standard:** ELAGSE9-10RL9: ANALYZE  how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)  ELAGSE9-10RI9: ANALYZE seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.  ELAGSE9-10RI4: DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).   Priority Writing:  ELAGSE9-10W3: WRITE narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  ELAGSE9-10W5: DEVELOP and STRENGTHEN writing as needed by PLANNING, REVISING, EDITING, REWRITING, or TRYING a new approach, FOCUSING on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)  **Assessment: Quiz Test Project Lab Writing None** | | | | | | | |
|  | Pre-Teaching  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Learning Target    Success Criteria 1    Success Criteria 2 | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| Mon | I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article. | How do you think teachers create questions for a quiz/test? | You are now the teacher. You need to create five multiple choice/short answer questions for the article [The Bombing of Black Wall Street.](https://rcboe.instructure.com/courses/259114/assignments/5465060)   If you create multiple choice questions, you need to come up with four possible answers and then have the answer key. If you create short answer questions, you need to write out an example answer.  You will write all your stuff on paper and turn it in.  Keep the following standards in mind, while you are writing your questions:  **ELAGSE9-10RI2:** **DETERMINE** a **central idea** of a text and **ANALYZE** its **development over the course of the text**, including how it **emerges and is shaped and refined by specific details**; **PROVIDE**an **objective summary** of the text.  **ELAGSE9-10RI4: DETERMINE** the **meaning of words and phrases** as they are used in a text, including **figurative, connotative, and technical meanings**; **ANALYZE** the **cumulative impact of specific word choices on meaning and tone** (e.g., how the language of a court opinion differs from that of a newspaper).  Also keep DOK level questions in mind: (image on Canvas) | Read: Archaeology’s Tech Revolution |  | Take notes and start on questions for Student Created Quiz. | What information did you need first to create a question? |
| **Tues** | **EOC Testing Schedule: Periods 1,5,2**  I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article. | **Period 2 and 5:**  Which two sentences develop the idea that the city government supported the mob?   1. “‘Where oh where is our splendid fire department with its half dozen stations?’” (paragraph 5) 2. “The National Guard was called out . . . and imprisoned all blacks that were not already in jail.” (paragraph 17) 3. “The Tulsa Race Riots aren’t mentioned in most American history textbooks, and many people don’t know that they happened.” (paragraph 24) 4. “‘There are a lot of silences in relation to this story, and a lot of guilt and shame.’” (paragraph 26) 5. “‘. . . I think our notions of justice are based partially on our own history and our knowledge of history.’” (paragraph 29) |  |  |  | **Period 2 and 5:**  Finish writing questions and answers for Student Created Quiz. | **Period 2 and 5:**  Which of the following is a central idea of the article?   1. We may never know what happened during the Tulsa Race Massacre. 2. Even a devastated community can quickly rebuild and move forward. 3. The views of everyone involved in an event are equally valid. 4. There can be no justice without knowing and reflecting on the past. |
| **Wed** | **EOC Testing Schedule: Periods 1,5,3**  I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article. | **Period 5:**  You read about an event that was not well known until recently. Write a journal entry about who gets to write history and what might drive the choices that they make. |  |  |  | **Period 5:**  Watch Documentary: Tulsa Race Massacre: 100 Years Later, add extra credit question to their quiz based on the documentary.  <https://www.pbs.org/video/tulsa-race-massacre-100-years-later-vdv9tx/> | **Period 5:**  When a major event happens, it may seem to stand alone. With hindsight, though, we can trace its causes and effects. What is a major event you have experienced or heard about, and what were its causes? What effects are still felt from it? |
| **Thurs** | **EOC Testing Schedule: Periods 1,5,4**  I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article. | **Period 5:**  What is one thing that you learned from the documentary yesterday? |  |  |  | **Period 5:** Work on missing assignments, re-take tests, complete assessments | **Period 5:**  What was the central idea of the documentary from yesterday? |
| **Fri** | I am learning how to create questions based on an article.  I can practice close and critical reading.  I can identify the main claim in an article. | **Period 2:**  You read about an event that was not well known until recently. Write a journal entry about who gets to write history and what might drive the choices that they make.  **Period 5:**  In what kind of situation would someone be guilty of**complicity**?  **Period 6:**  Which two sentences develop the idea that the city government supported the mob?   1. “‘Where oh where is our splendid fire department with its half dozen stations?’” (paragraph 5) 2. “The National Guard was called out . . . and imprisoned all blacks that were not already in jail.” (paragraph 17) 3. “The Tulsa Race Riots aren’t mentioned in most American history textbooks, and many people don’t know that they happened.” (paragraph 24) 4. “‘There are a lot of silences in relation to this story, and a lot of guilt and shame.’” (paragraph 26) 5. “‘. . . I think our notions of justice are based partially on our own history and our knowledge of history.’” (paragraph 29) |  |  | **Period 2 and 5:** Switch quizzes with another student. Take quiz, pass back and grade other students answers. | **Period 6:** Finish writing questions and answers for Student Created Quiz. | **Period 2:** When a major event happens, it may seem to stand alone. With hindsight, though, we can trace its causes and effects. What is a major event you have experienced or heard about, and what were its causes? What effects are still felt from it?  **Period 5:** Use the following word in a sentence correctly: **fortitude**  **Period 6:**  Which of the following is a central idea of the article?   1. We may never know what happened during the Tulsa Race Massacre. 2. Even a devastated community can quickly rebuild and move forward. 3. The views of everyone involved in an event are equally valid. 4. There can be no justice without knowing and reflecting on the past. |