

Grade 11

Distance Learning Module10: Week of: 6/8/2020-6/12/2020

US History - Modified from [Unit 4](#) - Beyond the Headlines

Targeted Goals from Stage 1: Historical thinking skills (reading, research/sourcing, and writing)

Content Knowledge: Historical thinking skills (reading, research/sourcing, and writing)

Skills: You will be *able to independently use your learning in new situations to apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue (Synthesizing)*

Expectation: Drawing on foundational historical knowledge and the importance of analyzing themes and sources from alternate perspectives, we ask, “Who are we as American people?” Media and public information often presents different messages which shape the answer to this question, and many American consumers never fully or accurately assess the whole story. Today, that has even more significance as the communication world is dominated by the soundbite, Twitter post, or Snapchat.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Find an interesting article online from a reputable news source. Your article must be about something significant, related to the US, from the current school year and connected to at least TWO of the units (Equality, Economy, Foreign Policy) we studied this year.</p> <p>Complete topic approval form.</p> <p>Use the Media Bias chart to choose reputable source articles. Stick to the Green box.</p>	<p>BTH Part 1</p> <p>Media Bias Chart</p> <p>Beyond The Headlines PBA</p>	<p>Students will get approval of the article and topic before proceeding. (No editorials or Opinions, or Analysis articles.) Submit copy of article or show a picture.</p> <p>Feedback: teacher approval of article and source and Part 1 rubric.</p> <p>BTH Part 1</p>
<p>Tuesday: Students complete a basic current events report of their story and begin generating questions for investigation. Question related and prior events.</p> <p>Once topic is approved, submit current event report (Part II)</p>	<p>BTH Part II</p>	<p>Student: Submit Part II</p> <p>Feedback: Teacher completes Part II rubric</p> <p>BTH Part II</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Wednesday: Students gather as much information as possible to better understand the “big picture” and its relation to the themes of the course.</p> <p>Conduct and submit research (Part III) to delve deeper into your topic and hopefully answer as many of the questions you generated in Part II. This will also help you to prepare for your small group discussion.</p>	BTH Part III	<p>Student: Submit part III with research Feedback: Teacher will complete Part III rubric after student submits research.</p> <p>BTH Part III</p>
<p>Thursday: Students gather as much information as possible to better understand the “big picture” and its relation to the themes of the course.</p> <p>Conduct and submit research (Part III) to delve deeper into your topic and hopefully answer as many of the questions you generated in Part II. This will also help you to prepare for your small group discussion.</p>	BTH Part III	<p>Student: Submit part III with research Feedback: Teacher will complete Part III rubric after student submits research.</p> <p>BTH Part III</p>
<p>Friday: Small group discussion. (online or by phone) Take note and ask questions!</p> <p>Students should share information and look for ways in which their topics are related. They can also offer alternative perspectives or ideas for research for their classmates. Actively participate in small group discussion (Part IV) and take notes that you will be able to use when writing your final essay</p>	BTH Part IV	<p>Students participate in discussion groups, take notes, ask questions. Due to distance learning, this may need scheduling in advance and coordination with live class time.</p> <p>BTH Part IV</p> <p>Feedback: Students and teacher complete rubric based upon participation.</p>

Week criteria for success (attach student checklists or rubrics): Beyond The Headlines PBA

Supportive resources and tutorials for the week (plans for re-teaching): Media Bias Chart