

Grade 11

Distance Learning Module 1: Week of: 3/30/2020-4/3/2020

## US History - *Modified from* [Unit 6 - Research Unit](#)

### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Historical thinking skills (reading, research/sourcing, writing), protocol for peer conferencing/review

**Vocabulary:**

**Skills:** Introducing a topic and organizing complex ideas, engaging in source work to develop further inquiry, gathering relevant information from multiple sources, evaluating the credibility of a source, thoroughly developing a topic

**Expectation:**

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p><b>Monday:</b> Intro Research paper. Today we will be introducing the research paper and everything you will need to do in order to successfully complete it.</p> <p><b>Task:</b> Review the documents regarding the assignment in order to understand the task. Then begin work on the Topic Selection Form</p> <p><b>Expectations for Paper:</b> A formal research paper approximately 5-10 pages in length, with several check-ins/feedback along the way. Each check-in is graded (topic, thesis, questions, outline)</p>	<p>Overview of process handout Week 1 Day 1 Research paper reading Research paper process reading Possible topic ideas Topic Selection form Rubric (Google docs version)</p>	<p>Topic Selection Form with feedback from the teacher. Topic Selection form Rubric (Google docs version)</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p><b>Tuesday:</b> Continue selection of topic.</p> <p><b>Task:</b> Search for NON-FICTION sources on line or on the databases (review how to access databases on the databases document).</p> <p>Choose one source as the foundation for the start of your research</p> <p>Start taking notes-keep track of where each piece of information comes from</p> <p>Students complete Topic Selection Form by the end of the day.</p>	<p>Overview of process handout week 1 day 2</p> <p>How to access online databases</p>	<p><b>Topic Selection form due</b></p>
<p><b>Wednesday:</b></p> <p><b>Task:</b> First, complete the Judging the Reliability of sources activity. Then, start your own running Annotated Bibliography in a google doc.(your teacher may provide a blank document on the assignment in Google Classroom to do this). List the sources and impressions about the author and their perspective.</p> <p>If you have free time, continue researching and taking notes</p>	<p>Overview of process handout week 1 day 3</p> <p>Annotated bibliography</p> <p>Judging the Reliability of Sources (Google docs version)</p>	<p><b>Feedback from Topic Selection Form</b></p> <p>Judging the Reliability of Sources</p>
<p><b>Thursday:</b> Research Day</p> <p><b>Task:</b> Complete the developing historical questions activity to help develop your own</p>	<p>Overview of process handout week 1 day 4</p> <p>Developing Historical Questions Activity with rubric and feedback (Google Docs version)</p>	<p><b>Submit historical questions</b></p> <p>Developing Historical Questions Activity</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>research questions. You will create 10 questions to further your research.</p> <p>Continue with your research, using your questions as guides</p>		
<p><b>Friday:</b> Developing your Thesis Statement.  <b>Task:</b> Read the Thesis reading guide and complete the Thesis Activity. Use the nifty and not so nifty thesis examples to help guide you. Your teacher will be giving you feedback on your thesis</p>	<p>Overview of process handout week 1 day 5          Thesis reading          Thesis activity (Google Docs version)          Historical Thinking Chart          Some Nifty and Not so Nifty Thesis examples</p>	<p><b>Submit Thesis Statement form</b></p> <p>Thesis activity</p>

**Week criteria for success** (attach student checklists or rubrics): Included in resources section above.

**Supportive resources and tutorials for the week** (plans for re-teaching): There are alternate handouts, several examples that can be used in the resources section above. Time is built in each day for feedback as well as questions. Recorded lessons will be available on YouTube or Google Classroom for review.