

## Distance Learning Week #4 Lesson Plan

Mason: World History

Assignments due: May 15<sup>th</sup>

You can turn your assignments in digitally through Edmodo (it takes multiple file formats like Word, PDF or pictures). You can also email the assignment completed to [smason@tusd.net](mailto:smason@tusd.net). If you submit hard copy assignments to the office, the paper has to be quarantined and I won't be able to grade it right away.

### Assignments:

1. Complete the Cold War Dinner Party worksheets (there are two because of the different seating arrangements—one is rectangular and one is circular). Follow the directions on the worksheet to complete. You can't necessarily use the same seating arrangement for each worksheet because you have to justify why people would be sitting next to each other. Pay careful attention on the circle seating arrangement. Every person has to have something in common with each person that's sitting next to them (that means each person is sitting next to two people). In the rectangular seating arrangement, you may only be sitting next to one person not two. Use your textbook (Module 15 predominantly) to learn about those leaders before you start the worksheet. Your drawing of the leader does not need to be exact or artistic. Pay careful attention to the directions, if the leaders are sitting next to each other there has to be a reason. It can't be a superficial reason like "they are both American" or "they are both men" etc. It has to relate to their beliefs, ideology, how they run countries etc. **This grade will go in your Tests/Quizzes category. This worksheet is copyright protected so it will not be on the school website but it is available on my EDMODO.**
2. Take reading notes (that will be on separate paper from your notebook) on Module 15 Lesson 4 in your textbook. Complete hard notes (original notes), soft notes (questions and revisions) and summary like usual. **(This grade will go in your Notebook category)**
3. Read the UN Declaration of Human Rights document. **This document is copyright protected so it will not be on the school website but it is available on my EDMODO.** Complete a quote sandwich based on this document. Follow the directions for the quote sandwich from Week 1 of Distance Learning (it's the same one we have been using all year). **This grade will go in your test/quizzes category.**

**When you turn in your assignments you must have the following header on the work:**

Student Name:

Teacher Name:

Class Name/Subject:

Period:

Assignment Week #:

### Quote Sandwich directions:

#### **Introduce your quotation:**

All you need to do is give basic information about the author or the source (or both). Here are some ideas about what to use (always use past tense in History):

(Author) stated, "\_\_\_\_\_".

According to (Author), "\_\_\_\_\_".

(Author) agreed when he/she wrote/said, "\_\_\_\_\_".

(Author) argued, "\_\_\_\_\_".

In his/her \_\_\_\_\_ (Author) claimed, "\_\_\_\_\_".

(Author) declared, "\_\_\_\_\_".

(Author) believed, "\_\_\_\_\_".

**The quote:** Be selective about what you quote. Your entire paper should not consist of quotes. Just pick the part that is the most relevant to what you are trying to say. Put it in the same line as your introduction of the quote. DO NOT start a sentence with a quote. Make sure to cite the quote correctly afterward (and/or in the sentence).

#### **Explaining the quote:**

When explaining your quote, analyze the connection between what was in your quote and how it relates to what you are trying to say. The explanation of the quote should be related to your topic or thesis sentence. Don't expect the reader to make the connection. The better you are at explaining the connection that your quote has to your main idea, the more effective your argument will be. THIS DOES NOT MEAN RESTATING THE QUOTE IN YOUR OWN WORDS. You should have a minimum of 2 pieces of "commentary" per quotation that you use. Here are some templates for explaining quotes:

Basically, (Author) said....

In other words, (Author) believed...

In making this comment, (Author) argued that...

(Author) insisted that...

The essence of (Author's) argument was that...