


Weekly Agenda
September 12—19, 2016

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, September 12 Remembering 9/11	<ul style="list-style-type: none"> EQ: How unified were the English colonies? SQ: What are the differences and similarities that exist between the New England and the Chesapeake/Southern colonies <ul style="list-style-type: none"> Document Activity: New England and Chesapeake Colonies. 3 Colonial Regions Activity 	<ul style="list-style-type: none"> 9/11 15th Anniversary Remembrance. EQ: How has America changed since 9/11/01? SQ: From the video presented, what do the 9/11 Terror Attacks and the reactions in New York City reveal about national security attitudes prior to that day? <ul style="list-style-type: none"> Video Activity: View selections from 9/11: Day That Changed the World. 	<ul style="list-style-type: none"> Watch “Super Quick Review: Life in the Colonies” and complete Viewing Notes. <ul style="list-style-type: none"> Submit Viewing Notes to TurnItIn by 8:00 AM on Tuesday, 9/13. Watch “Dorky History Teacher’s” video about how to do “Short Answer Questions” as part of the APUSH Exam and to get a sense of the format. Also, read the “Writing an SAQ Guidelines” document. <ul style="list-style-type: none"> No specific homework assignment is due for this, but you will start the next day with a writing activity that depends on you having advance knowledge of the process. Make sure to read Kennedy, Chapters 5 and 6 (pp. 106—118). No quiz this week (so you can study for your test), but you do need to make sure the material is read!
Tuesday, September 13	<ul style="list-style-type: none"> Conclude Colonial Regions: New England and Chesapeake Colonies SAQ Writing Workshop <ul style="list-style-type: none"> Students write a sample SAQ and compare their results to sample responses. 	<ul style="list-style-type: none"> SQ: What were the basic economic elements used by Great Britain in regard to the English Colonies in North America and the Caribbean? <ul style="list-style-type: none"> Activity: Colonial Economics 	<ul style="list-style-type: none"> View “The Dominion of New England and Leisler’s Rebellion” from Dorky History Teacher, and Super Quick Review: Enlightenment APUSH <ul style="list-style-type: none"> Submit separate Viewing Notes for each to TurnItIn by 9:30 AM on Wednesday, 9/14
Wednesday, September 14 Late Start	<ul style="list-style-type: none"> Bellwork #1: SAQ <ul style="list-style-type: none"> 12 Minute Writing Exercise EQ: Can religious movements turn into political movements? <ul style="list-style-type: none"> Activity: From Authority to Individualism 	<ul style="list-style-type: none"> Continue with “From Authority to Individualism.” 	<ul style="list-style-type: none"> Watch Super Quick Review: The First Great Awakening, and write ONLY A SUMMARY OF THE VIDEO. <ul style="list-style-type: none"> Submit Viewing Notes (Summary Only) to TurnItIn by 8:05 am on Thursday, 9/15. Complete Peer Evaluation for Bellwork #1 (Colonial SAQ, In-Class) on your TurnItIn account. Read these instructions to know how to complete the evaluation. Use these Scoring Guidelines for the SAQ in order to know what content is appropriate. <ul style="list-style-type: none"> Peer Eval (completed in TurnItIn) due Thursday, 9/15, at 8:05 AM
Thursday, September 15 After School Study Session, 3:15-4:15 Nighttime Online Study Session, 7:45 PM-9:00 PM	<ul style="list-style-type: none"> Unit One Mini-Review EQ: Is slavery the most defining part of early US History? SQ: How does race-based slavery develop in the English Colonies, and how is Olaudah Equiano influential to the written Colonial record? <ul style="list-style-type: none"> View “Africans in America: The Terrible Transformation,” and complete in-class video notes. 	<ul style="list-style-type: none"> Continue viewing “Africans in America” 	<ul style="list-style-type: none"> Study for Unit One Test
Friday, September 16 Constitution Day, Part One!!	<ul style="list-style-type: none"> Unit One Multiple-Choice Exam Unit One SAQ 		<ul style="list-style-type: none"> Begin reading Kennedy, et al, Chapters 6 (from approx. p 119) and 7. Be sure to consult the Unit Two Guide. <ul style="list-style-type: none"> Weekly Quiz #3 on Friday, 9/23

“The government was set to protect man from criminals — and the Constitution was written to protect man from the government. The Bill of Rights was not directed against private citizens, but against the government — as an explicit declaration that individual rights supersede any public or social power.”
– Ayn Rand