

The background of the slide is a close-up, slightly blurred view of the stars and stripes of the United States flag. The top half is dominated by a field of blue stars, while the bottom right corner shows the red and white stripes.

# WELCOME to **United States History**

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# GOALS: Develop FOUR Main Skills

- Use evidence to construct and evaluate arguments
- Use primary documents to analyze point of view, context, and bias
- Develop the ability to assess issues of change and continuity
- Enhance the capacity to handle diversity of interpretations



# Grade Distribution

- Summative-30%
- Formative-15%
- Classwork-15%
- Performance Task-15%
- Homework-5%
- Final Exam (EOYT)-20%



# Course Materials

- The American's Textbook
- Class Syllabus
- 3-Ringed Binder and Paper
- 5 Dividers (*Quick Writes, CW, Handouts, HW, Graded Assignments*)
- Blue or Black Ink Pens



# Plans for Daily Instruction

## Expectations

- You will arrive to class on time (seated before the bell)
- You will come prepared to participate
- Food, drink, candy and gum will be consumed in café

## Procedures

- Complete Quick Write
- Share
- Reading/Collaboration
- Notes
- Formative Assessment

CLASS!  
YES!

# Tools to Enhance Instruction

- Quick Write
- Identifiers (IDs)
- Agree Disagree
- Main Idea
- Peer Collaboration
- Graphic Organizer
- DBQs

learning is  
**NOT**  
a spectator  
sport.  
so let's  
**PLAY!**

# Quick Write

A **Quick Write** is a literacy strategy which can be used in any content area to develop **writing** fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher.



# Identifiers (IDs)

- Challenges a student to look beyond the simple meaning of a word. It redirects thinking back to how the term relates to the lesson's standard(s).
- [Formal Layout](#)
- [Simple Layout](#)





# Agree/Disagree

- Allows students to analyze a statement and determine whether they agree or disagree
- It supports the ability of developing plausible arguments based on facts and solely on beliefs and opinions.
- Student will engage other learners with different viewpoints in a discussion



# Main Idea

- A resource to support students ability to read a large piece of text and identify the author's main idea.
  1. Students will break reading down in subheadings
  2. Students will identify main idea from each subheading
  3. Students will combine all main ideas and make a final generalization (summation) of author's main idea.

# Peer Collaboration



- Allows students to build interpersonal skills
- Supports problem solving and developing consensus
- Team Building

# Graphic Organizers

- A **graphic organizer** is a visual representation or frame used to organize information. The **purpose** of a **graphic organizer** is to help students by simplifying information and by stimulating thinking skills



# DBQs

- A DBQ challenges students to read and analyze historical records, gather information and recall prior knowledge to answer a question in essay form.
- DBQs help students compare and contrast issues from differing perspectives, reconcile differing positions, evaluate the strength of particular arguments, provide authentic opportunities at a high level of thinking, and develop life skills.

# Questions

