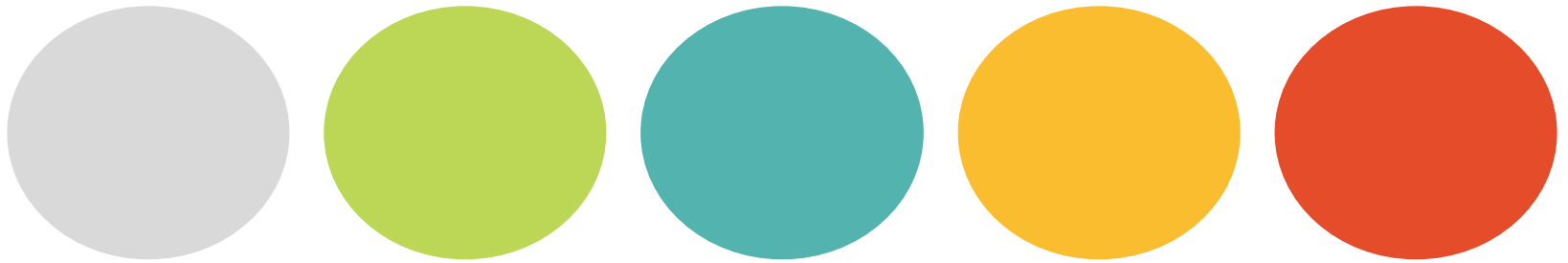


The DC *buffet*



Activities with the Elements



1

**Let's Look at
FRAMES again**

	<hr/> <hr/> <hr/> <hr/>	
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
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name Leah Lu 722-04

Framing Plants Leah Lu.



big ideas or generalizations

Life Cycle

1 seed

2 seedling

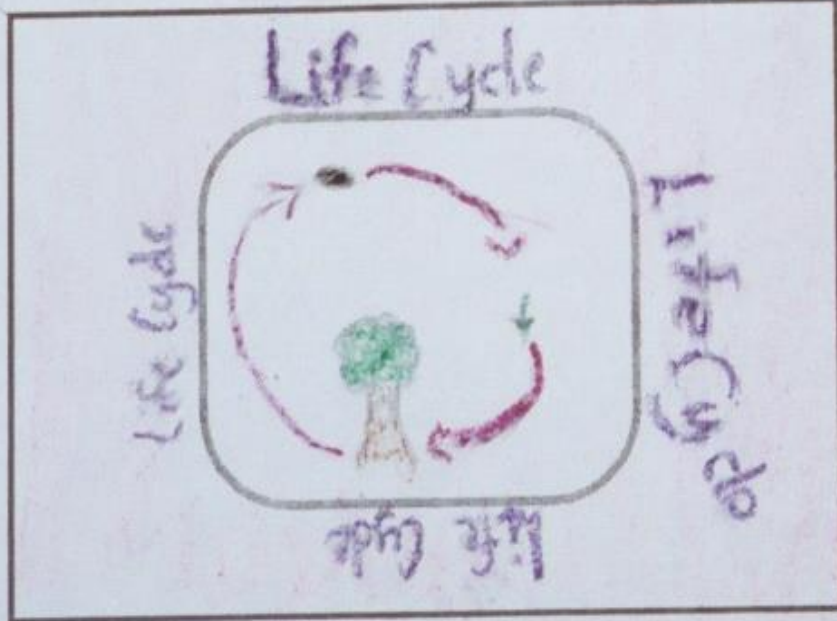
3 Adult plant with seeds



patterns

Plants have roots that hold the plant in the ground. The roots suck the water in the plant. The stem holds the plant up straight. The stem holds the leaves on. A leaves make food for the plant.

A plant is a system of parts that work together for a purpose.



language of the disciplines

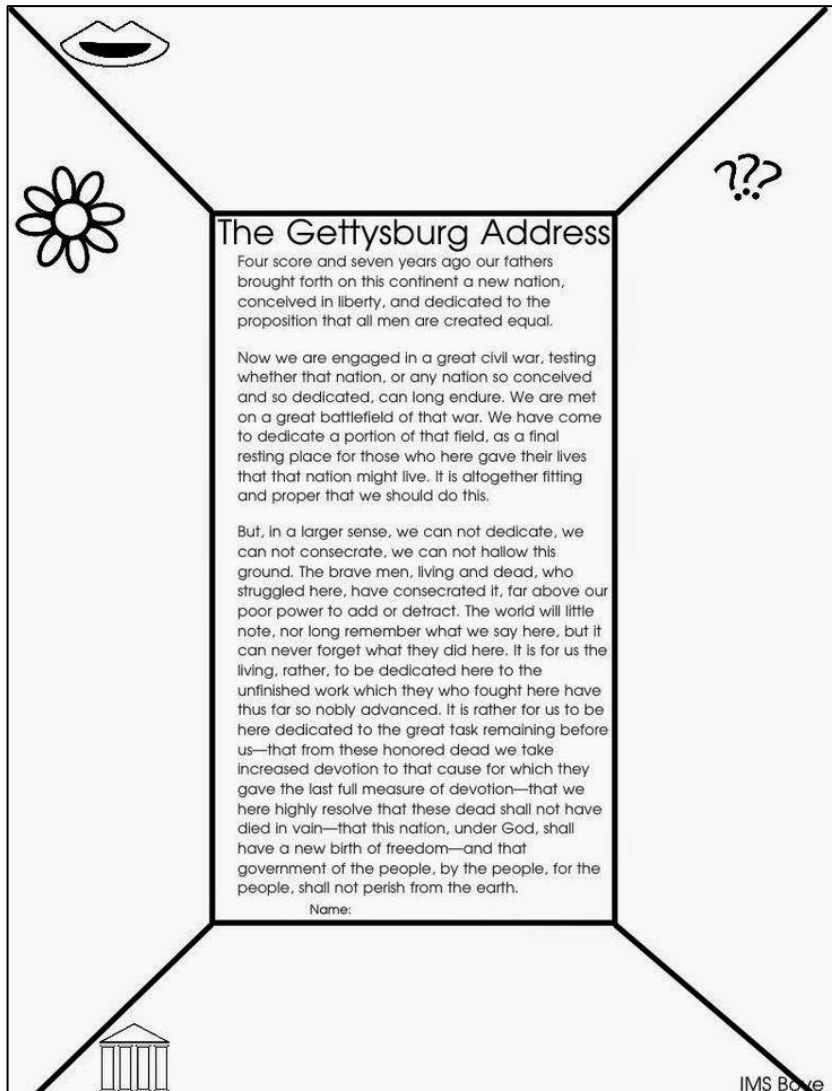


Roots, Stem, leaves, pollen, petals, seed, thorns, trunk, fruit, branches, nectar, flower.

details



content in the center



The Gettysburg Address

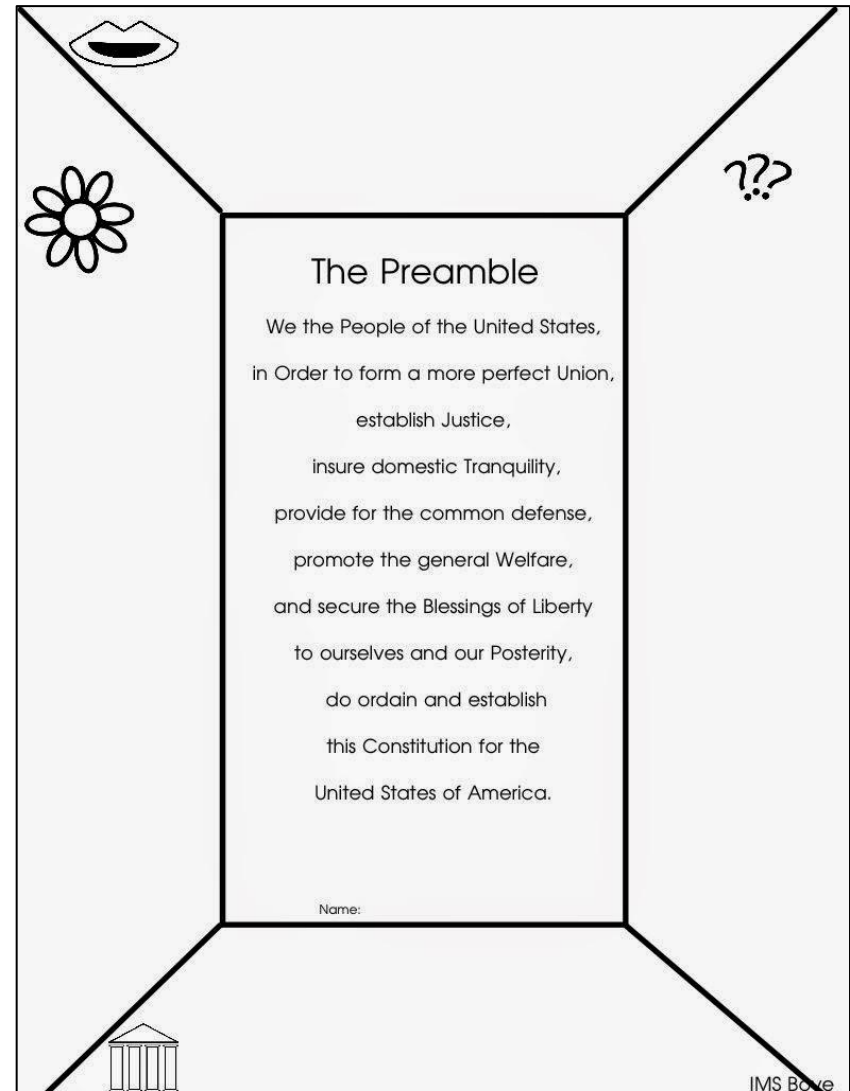
Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Name: _____

IMS Boye




The Preamble

We the People of the United States,
in Order to form a more perfect Union,
establish Justice,
insure domestic Tranquility,
provide for the common defense,
promote the general Welfare,
and secure the Blessings of Liberty
to ourselves and our Posterity,
do ordain and establish
this Constitution for the
United States of America.


Name: _____

IMS Boye

Close Reading with Icons of Depth and Complexity



conceived - to think of or create
detract - to take away
perished - to die or be killed



50000 people were killed and wounded
no one helped Lincoln on the speech
the people who inspired him to write the speech were the people who were wounded or died
It took him less than 3 minutes to recite the speech

The Gettysburg Address


Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

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Name: _____

All men are created equal, and to honor those who fought in the war.



???

I wonder if he made the speech the day of _____


I wonder how long it took to say the speech

I wonder how many people died.


I wonder if he wrote the speech by himself.

I wonder who inspired him to write such a meaningful speech.

I wonder who attended the speech



purpose - something offered for consideration or acceptance
proposition - something offered for consideration or acceptance
hallowed - sacred
devotion - a religious fervor



Lincoln used phrases and strong words in only two minutes.
He was 54 when he wrote the Gettysburg Address

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.


Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

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Name: _____

- why is this one of the most famous speeches
- Is it a reason why the third paragraph is so long
- How old was Lincoln when he wrote the speech
- How many people were at the speech

This speech is about people who fought for our nation people to get noticed and to support the war.



???



1. Read through once and record unknown words.
2. Determine the unknown words using resources.



3. Read through again and record unanswered questions.

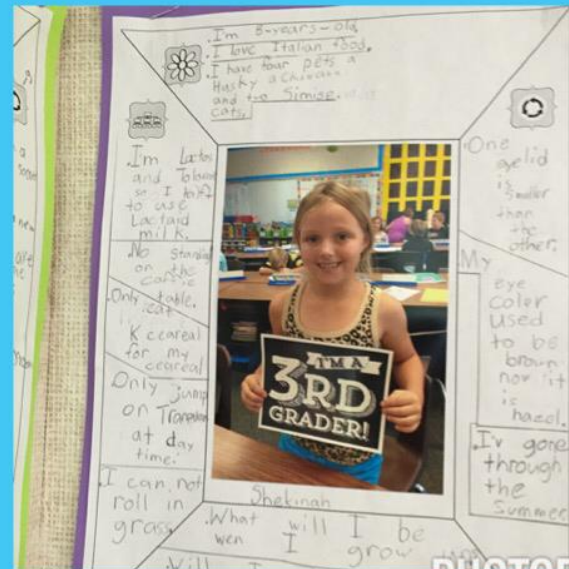


3. Determine answers to unanswered questions using resources.



4. Read through a 3rd time and generate a Big Idea for the passage.

affective domain



PHOTOFY

What details are important for solving this problem?

What should Miss Smith do if people want more than 6 tacos, but there's not enough left over for everyone who asked. However, there is enough for some of them?

Miss Smith is throwing a party. She bought a total of 95 tacos. What's the greatest amount of people Miss Smith can invite to her party so that each guest can equally have 6 tacos per person and there still be some tacos left over in the end?

Think like a mathematician. Try any kind of math. Mathematicians would use numbers to solve the problem. Use the language of the problem and other words like "equal" and "left over".

She will only be left with 15. Keep the remainder for herself that way it's fair enough for every body. There will only be 15 left.

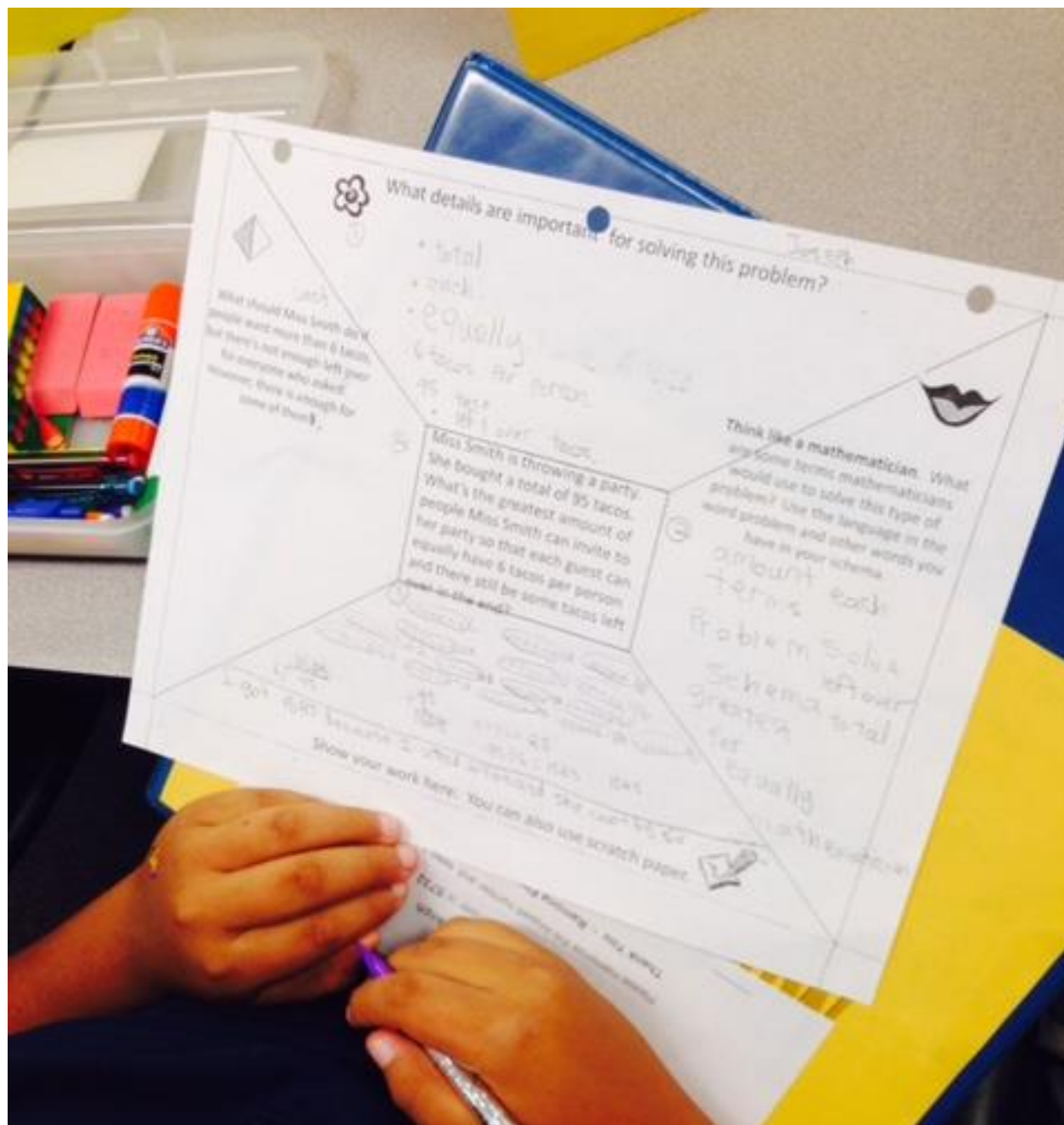
6 $\overline{) 95}$
 18
 95
 94
 1

6 $\overline{) 95}$
 18
 95
 94
 1

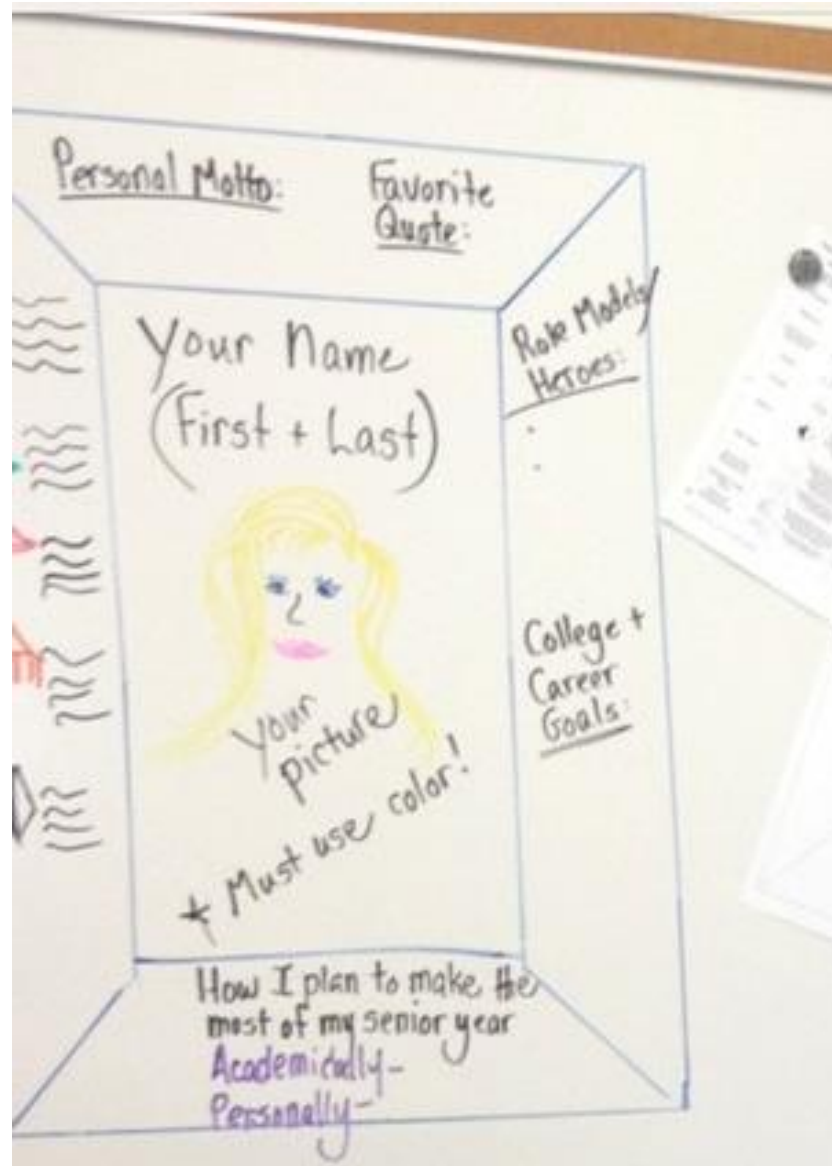
6x15

Show your work here. You can also use scratch paper.



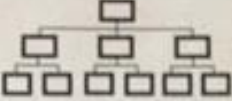


I showed my work and I know the answer is 15.



what not to do:
only taking it halfway



are we using elements...or not????

 <p>"Studd" "Beast" "Destroyer"</p>	 <p>I had a great start in school sophomore year, also this year so I will probably have a great year this year. Since I have a good English teacher I am predicting a great year.</p>	 <p>I do things for my family because I want to have a stable home, and live worry free.</p>	<p>Role models/ heroes:</p> <ul style="list-style-type: none">• Mom• Ray Rice
 <p>I am very athletic and muscular . I am very honest.</p>		<p>College & Career Goals:</p> <ul style="list-style-type: none">• Attend a 4 year• Become a math teacher	<p>Motto: Hard work pays off</p>
<p>How do I manage to play football go to school and work ?</p>	<p>How do I manage to stay stress free?</p>	<p>I plan to make the most of my senior year by achieving higher than a 3.5 gpa. I plan to make the best of my senior year by managing my time better which will allow me to have fun.</p>	<p>Favorite Quote: "He that hopes no good fears no ill."</p>

1

FRAMES

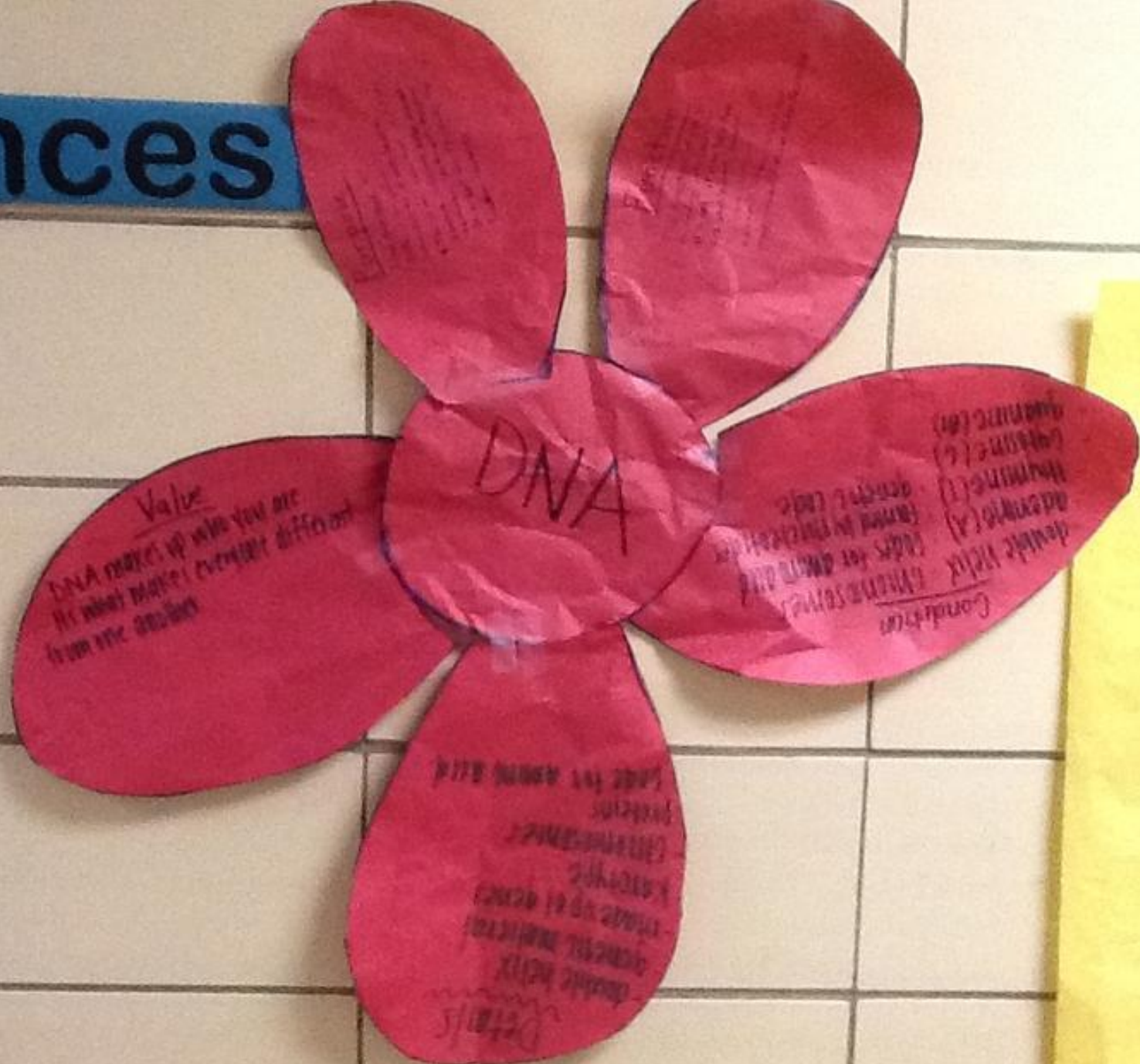
use to:

- ✓ highlight
- ✓ extend
- ✓ enhance
- ✓ focus attention



Differentiate

ences





BIG

I don't care for the trees
All I care about is money
I want people to buy my
th needs. I am going to
be rich

The Lorax

- Uncle Lox**
 - Does not care about the environment
 - He only cares about having rich and big trucks
 - He cuts down all the trees in the forest
- Mr. O'Hare**
 - Lorax is kind because he tells the once-ler how the world didn't have to suffer him and finally have him taken down, but the land is still kind
- Lorax is...**
 - Kind because he tells the once-ler how the world didn't have to suffer him and finally have him taken down, but the land is still kind
- The author grows...**
 - that the author is caring because she grows back in the environment
- The author is caring...**
 - Uncle Lox's Mom the author grows that is the once-ler mom is selfish and greedy she only cares about the money not her son

Evidence	What is the idea of it?	Evidence
<p>As the biodiversity and the species richness of a habitat are affected by the disturbance, the actual diversity of the environment.</p>		<p>The author shows how with red trees the animals will not have a home.</p>
<p>It talks about the trees so far from the sea. Only the land again will get the last marked seed.</p>		<p>It was not to watch hundreds of animals leave in search of a new one.</p>
<p>It explores the landscape they expanded and made the old area their own home.</p>		<p>Their home has been destroyed by the tree-let.</p>

Poetry

● Miguel
made a
runner fan



1. Welcomed: Greeted
received or agree
with pleasure

2. sensitivity
are sensitive
and respect

3. observe
are observing
you are looking



Language of the Discipline



Details



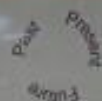
Rules



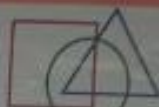
Different Points of View



Patterns



Relationships Over Time



Interdisciplinary Relationships



Constitution + Branches of Government

Language

Legislative Branch

Veto • Separation of Powers

- compromise "We The People"
- Cabinet • Judicial Branch • Impeach
- Executive Branch • justice
- electoral college



Details

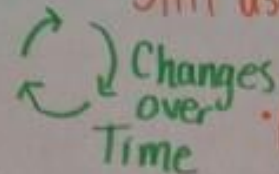
• Judicial, Legislative, + Executive Branch

• Colonists became concerned about slavery.

• "The Great Compromise" decided the plan of government to follow.

• Did not have a frame of government

• Still use the 3 branches of government today



• Constitution still withheld today.

• Individual Liberty

• Legislative duties:



Rules

- make laws
- coin money
- raise an army
- declare war

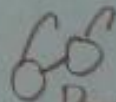
• President must be 35, U.S. born, + live in U.S. for 14 years.

• President can veto bills

• Each State ratified Constitution to make it official.

• Citizens thought slavery should be repealed.

• Branches of Government check each other for fairness.



Perspectives

• Stronger State or federal government.

- Northern States abolish slavery + Southern States kept it legal.
- Virginia Plan vs. New Jersey Plan of

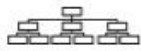


Centers/ learning stations

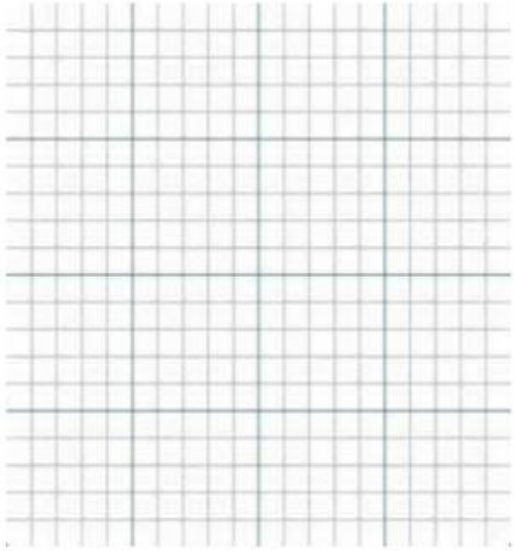


4

**Set up classwork
or homework**



Algorithm



Model



Explain



Work it Out



Algorithm

Estimate	Real	More Exact
$\begin{array}{r} 0943 \\ 10 \overline{) 9430} \\ \underline{90} \\ 43 \\ \underline{40} \\ 30 \\ \underline{30} \\ 0 \end{array}$	$\begin{array}{r} 0725 \\ 13 \overline{) 9430} \\ \underline{91} \\ 33 \\ \underline{26} \\ 70 \\ \underline{65} \\ 5 \end{array}$	$\begin{array}{r} 0725 \text{ R5} \\ 13 \overline{) 9430} \\ \underline{91} \\ 33 \\ \underline{26} \\ 70 \\ \underline{65} \\ 5 \end{array}$



Model

Estimate
?

(10) $\boxed{9,430}$

Actual
?

13 $\boxed{9,430}$



Explain

In the "Algorithm" section we divided 9,430 by 13, first 13 went into 9, 0 times but 94, 7 times so $7 \times 13 = 91$ then $94 - 91 = 3$ so we brought down the 3 so 33, and 13 goes into 33 two times $13 \times 2 = 26$. After that, $33 - 26 = 7$, then bring down the 0 so 70, 13 goes in 5 times making $13 \times 5 = 65$ so $70 - 65 = 5$, the answer is 725 R5.



Work it Out

$\begin{array}{r} 13 \\ \times 7 \\ \hline 91 \end{array}$	$\begin{array}{r} (10) \\ \times 9 \\ \hline 90 \end{array}$	$\begin{array}{r} 13 \\ \times 2 \\ \hline 26 \end{array}$	$\begin{array}{r} (10) \\ \times 4 \\ \hline 40 \end{array}$
$\begin{array}{r} 13 \\ \times 5 \\ \hline 65 \end{array}$	$\begin{array}{r} (10) \\ \times 3 \\ \hline 30 \end{array}$		

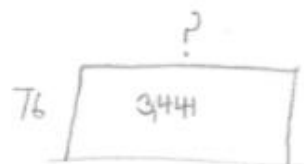


Algorithm

$$\begin{array}{r}
 80 \quad 45 \text{ (est)} \\
 76 \overline{) 3441} \\
 \underline{- 304} \\
 401 \\
 \underline{- 380} \\
 21
 \end{array}$$



Model



Explain

First I estimated 76 to 80. Then I figured out that 80 goes into 344 4 times. Then I put 4 in the tens place. Next I did $4 \times 76 = 304$, then I did $344 - 304 = 40$. Next I pulled down the 1 to get 401. Next I did $76 \times 5 = 380$ and I put 2 in the ones place. Finally I did $401 - 380 = 21$ to get my remainder 21.



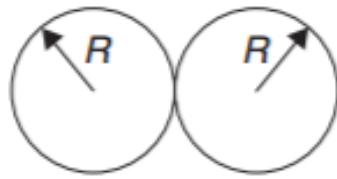
Work it Out

$$\begin{array}{r}
 76 \\
 \times 4 \\
 \hline
 304
 \end{array}$$

$$\begin{array}{r}
 344 \\
 \underline{- 304} \\
 40
 \end{array}$$

$$\begin{array}{r}
 76 \\
 \times 5 \\
 \hline
 380
 \end{array}$$

$$\begin{array}{r}
 401 \\
 \underline{- 380} \\
 21
 \end{array}$$



Two solid spheres of radius R made of the same type of steel are placed in contact, as shown above. The magnitude of the gravitational force that they exert on each other is F_1 . When two other solid spheres of radius $3R$ made of this steel are placed in contact, what is the magnitude of the gravitational force that they exert on each other?



Name the formula needed to solve this problem.

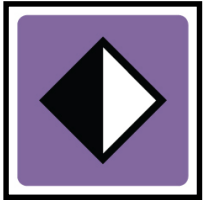
Newton's Law of
Gravitation



Write the formula needed to solve this problem & solve it.

$$F = G \frac{m_1 m_2}{r^2}$$

81 F_1



Evaluate Hooke's claims of plagiarism against Newton.



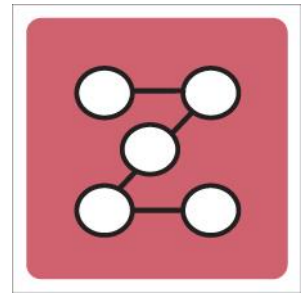
What is the Big Idea of inverse square laws?



5

Create Task Statements

Task Statements:



1

**Element of Depth &
Complexity + Content**

2

Thinking Skill [Bloom's]

3

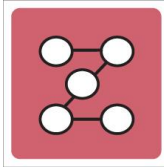
**Resources + [Research]
Skills**

4

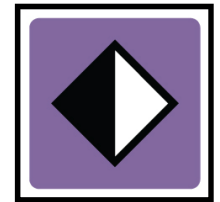
Product



For the objective

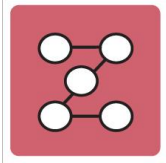
The learner will calculate the likelihood of an earthquake on the San Andreas fault after evaluating the frequency of quakes  over the past 200 years. The learner will create one of three products to represent their findings.

Using information on the web, the learner will rank elements of the periodic table based on their potential problems and create one of three products to represent their findings.





For the students


Calculate the likelihood of an earthquake on the San Andreas fault after evaluating the frequency of quakes  over the past 200 years using data from earthquake.usgs.gov/data.

Create ...

- a chart in PowerPoint

- an infographic

- an insurance company flier

Using **information you find** at
chemicalelements.com or
chem4kids.com, **rank** ten elements
of the periodic table based on their
potential problems. 

Then **create....**

- a public service announcement

- a series of advertisements

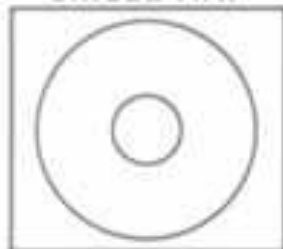
- a story warning of these problems



6

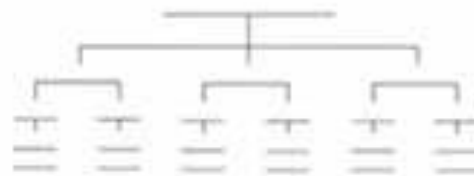
Combine with Thinking Maps

CIRCLE MAP



FOR DEFINING IN CONTEXT

TREE MAP



FOR CLASSIFYING AND GROUPING

BUBBLE MAP



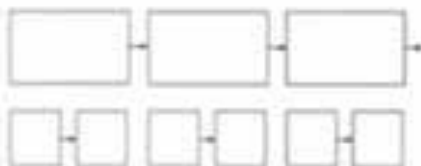
FOR DESCRIBING USING ADJECTIVES

DOUBLE BUBBLE MAP



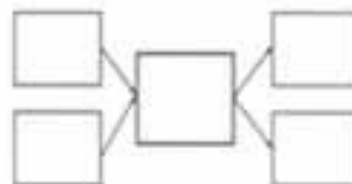
FOR COMPARING AND CONTRASTING

FLOW MAP



FOR SEQUENCING AND ORDERING

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

BRACE MAP


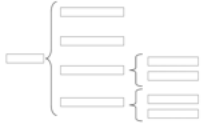









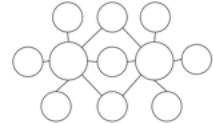


FOR ANALYZING WHOLE OBJECTS AND PARTS

BRIDGE MAP



FOR SEEING ANALOGIES

Learning Skill	Element[s]	Thinking Map
Main Idea		
Details		
Sequence	 	
Cause and Effect		
Compare/Contrast	 	

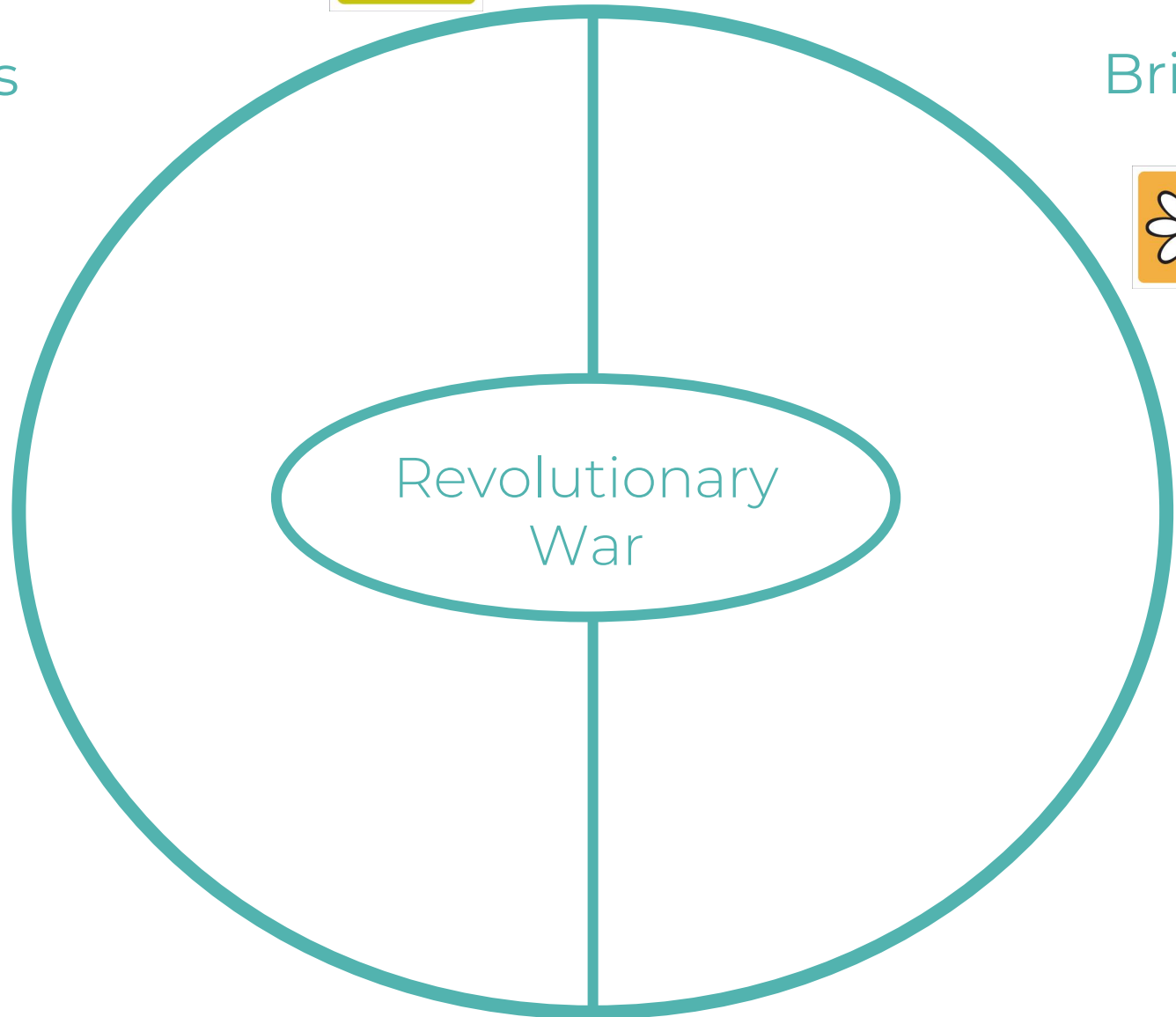
Circle Map



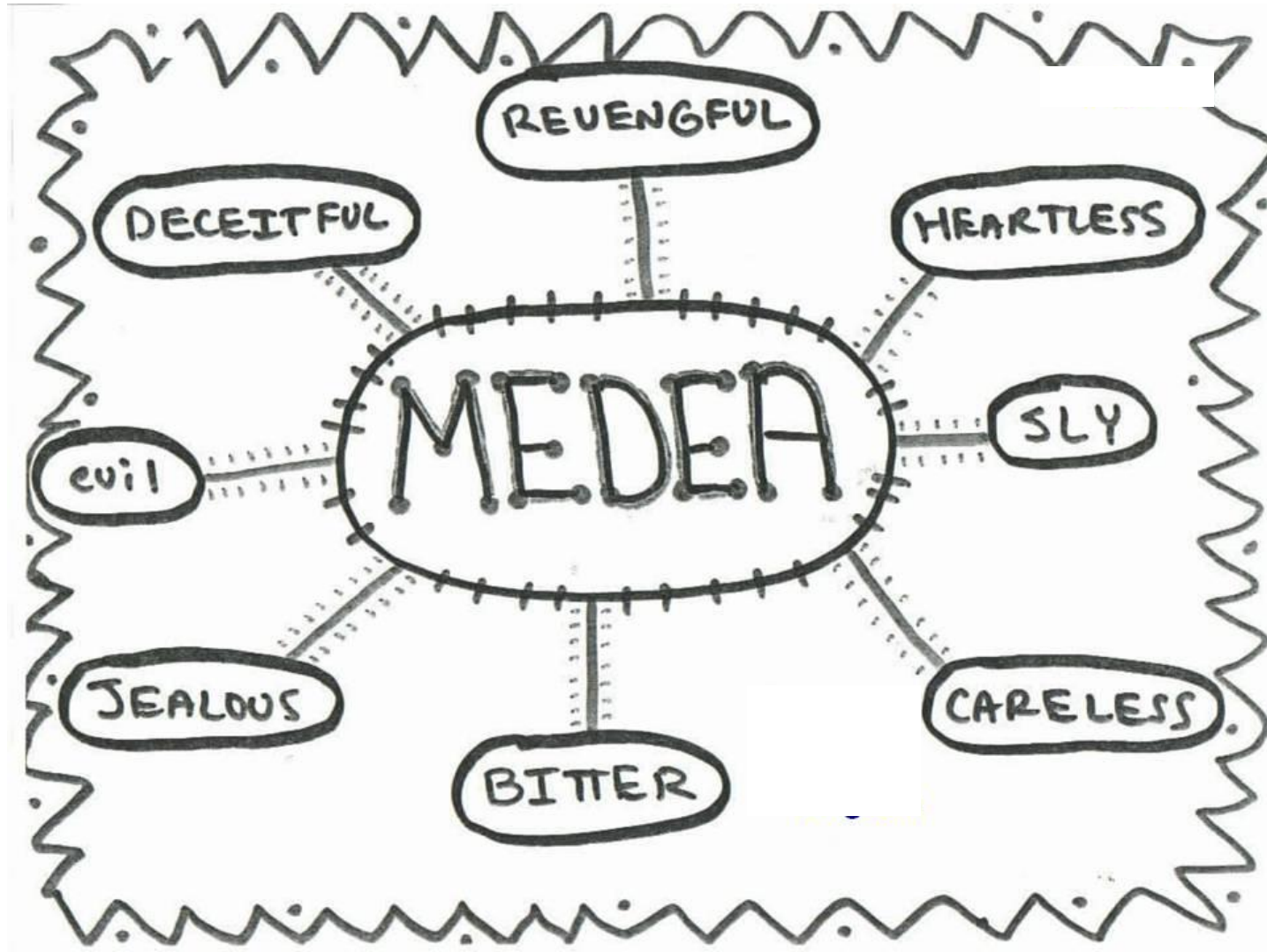
Colonists



British

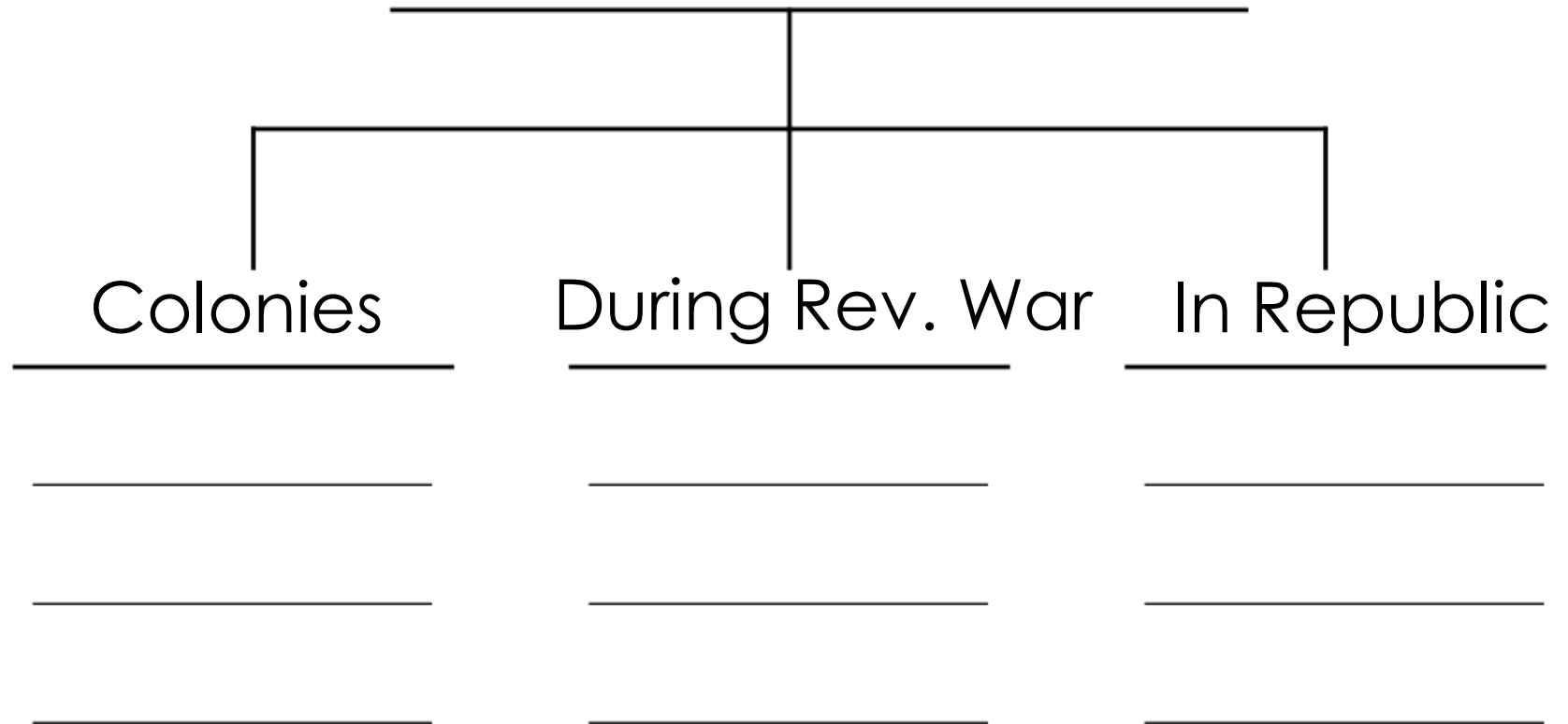


Bubble Map

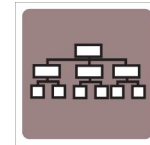


Tree Map + 

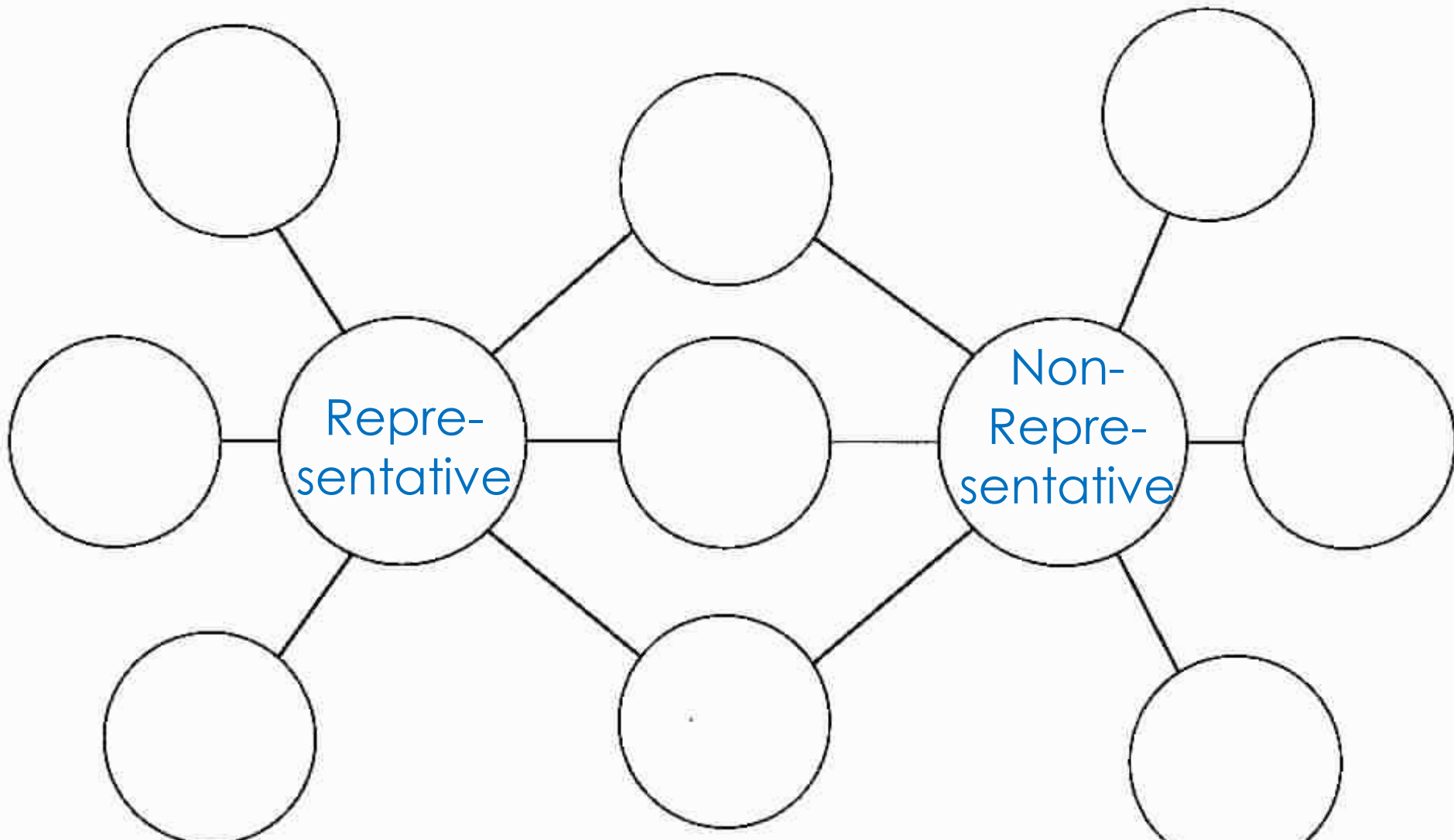
Roles of Citizens



Double Bubble +

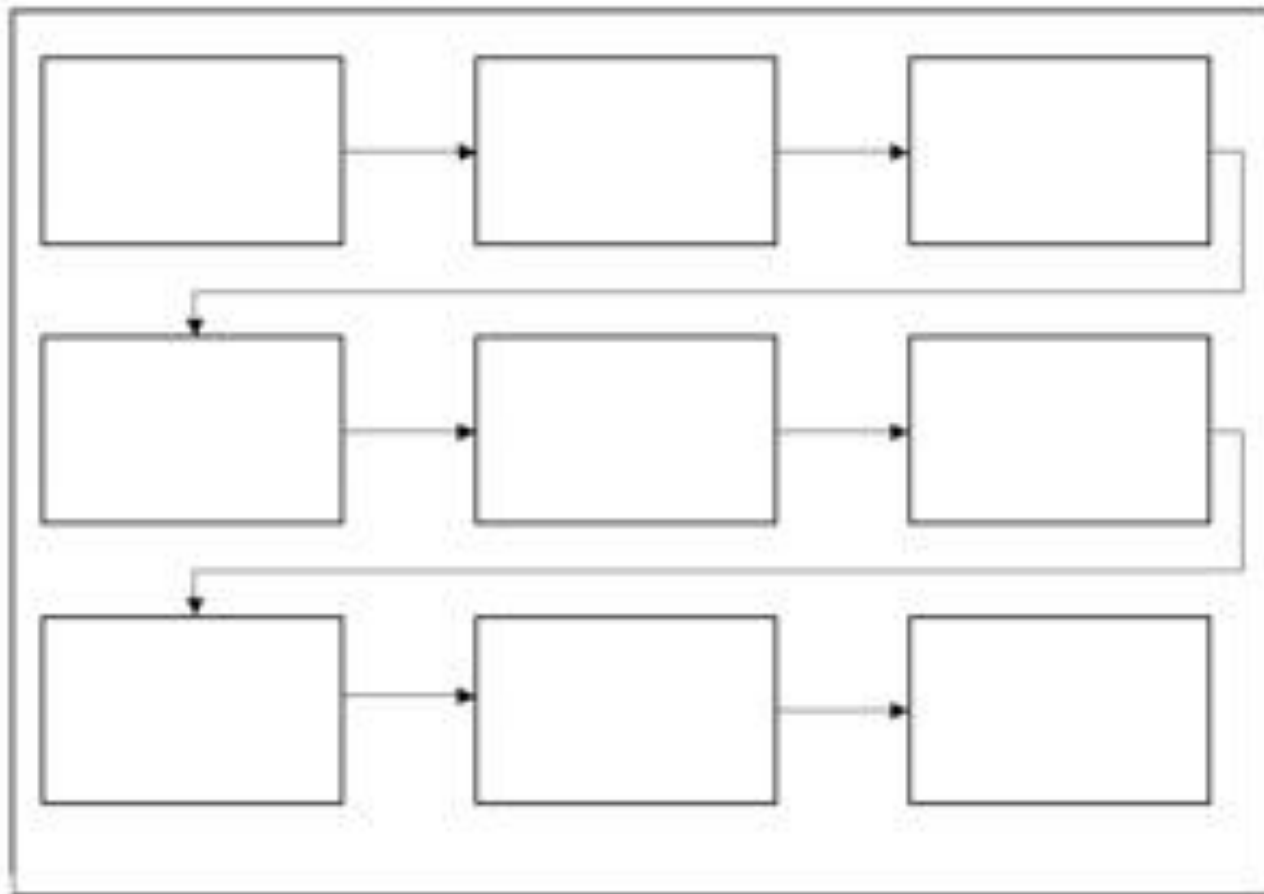
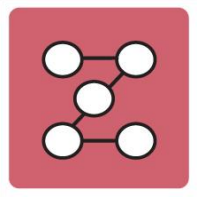


Roles of Citizens

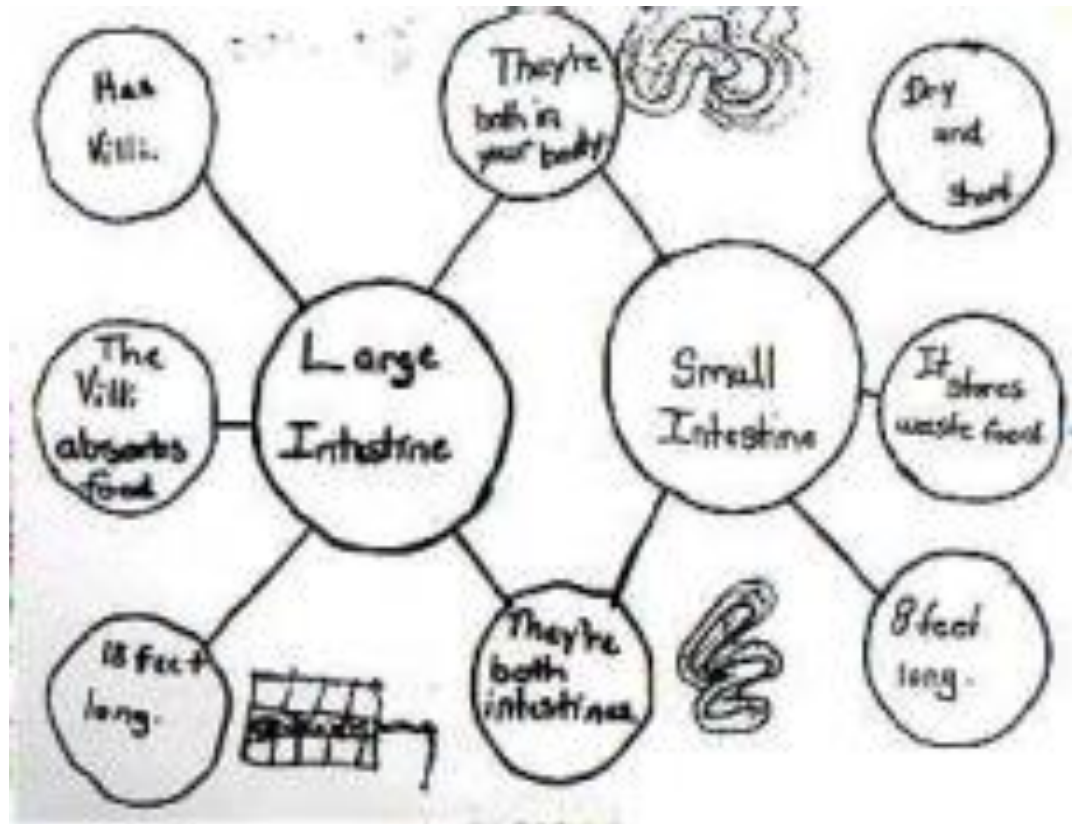
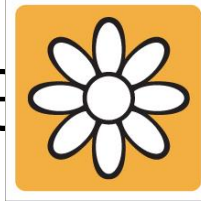




Using details from the article,
trace the sequence of events
that led to the conflict.



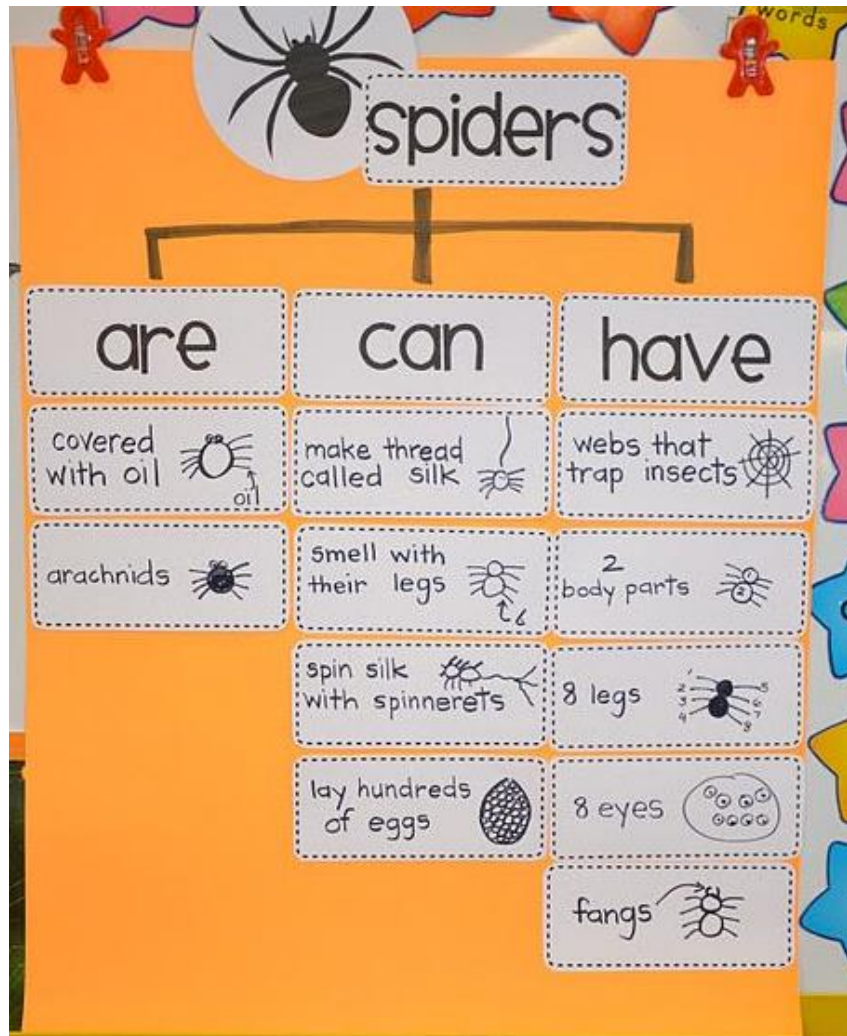
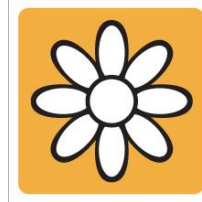
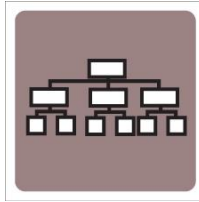
Double Bubble



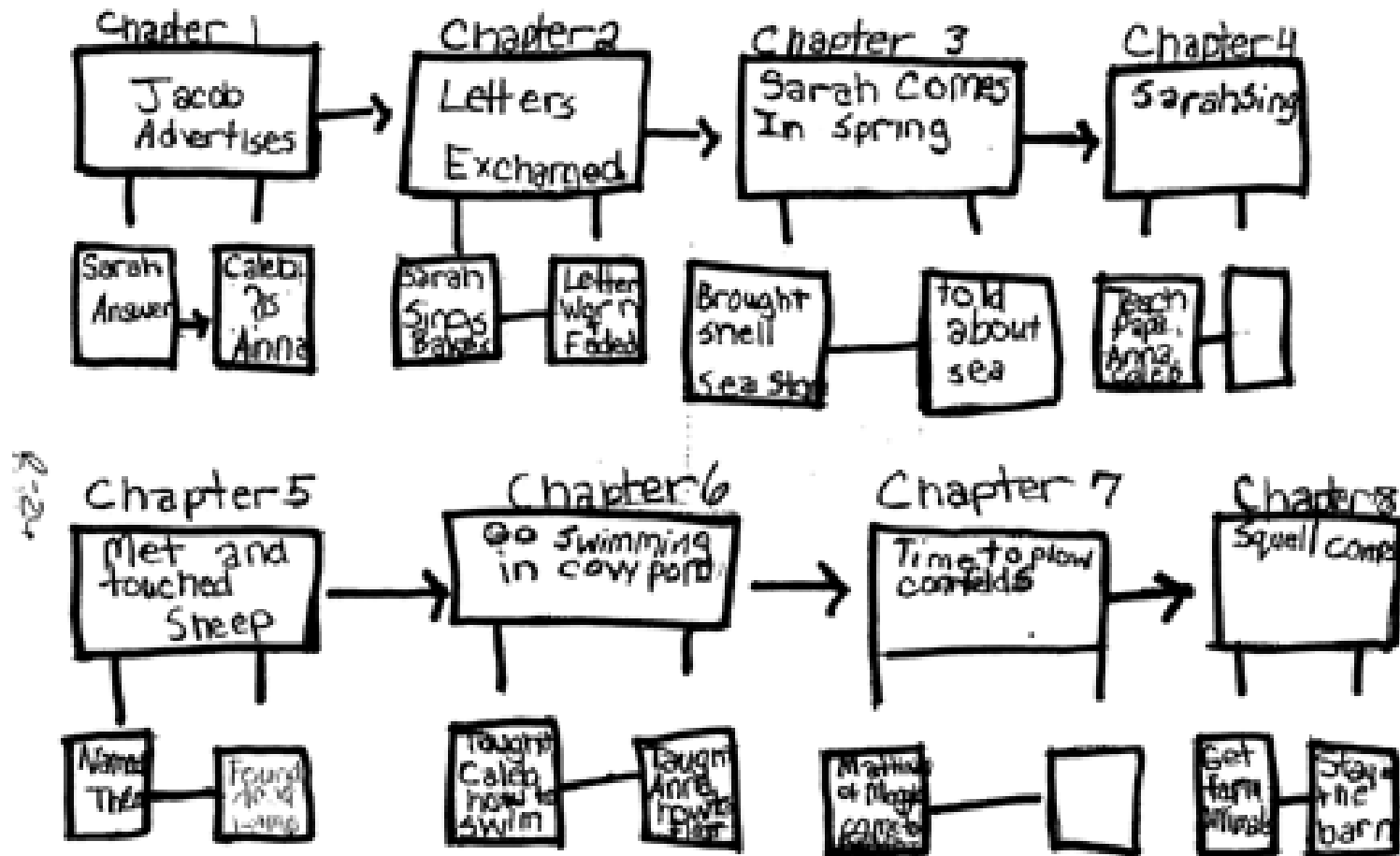
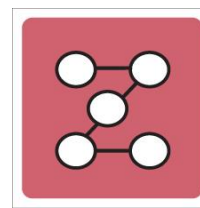
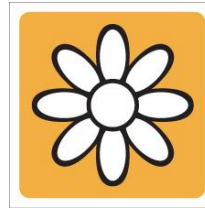
Double Bubble +



Tree Map



Sequence +



Sarah, Plain and Tall

8

**Create a
Wikipedia-type
page organized by
elements**



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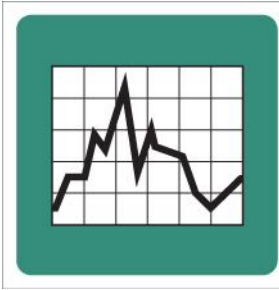
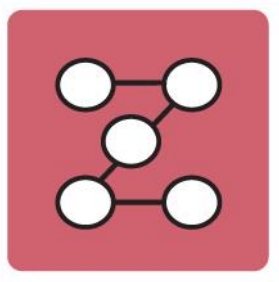
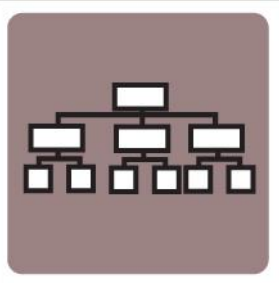
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Wikipedia:Student assignments

From Wikipedia, the free encyclopedia



This is an [information page](#).

It describes the editing community's established practice on some aspects of Wikipedia's customs. It is not one of [Wikipedia's policies or guidelines](#), as it has no binding force.



This page in a nutshell: When students edit Wikipedia as part of a class, they may commit serious violations of content norms. This page contains advice on how to avoid this.

Student assignments can help improve Wikipedia, but they can also cause the encyclopedia to become a source of misinformation. Wikipedia editors who are classroom instructors have had mixed experiences.^[2] Despite this, the [Wikipedia:Student assignments](#) information page is intended to point the way to achieving good outcomes. A successful assignment must be in accordance with Wikipedia needs and Wikipedia norms (known as [policies and guidelines](#)). If you have questions, please ask at [the education noticeboard](#).

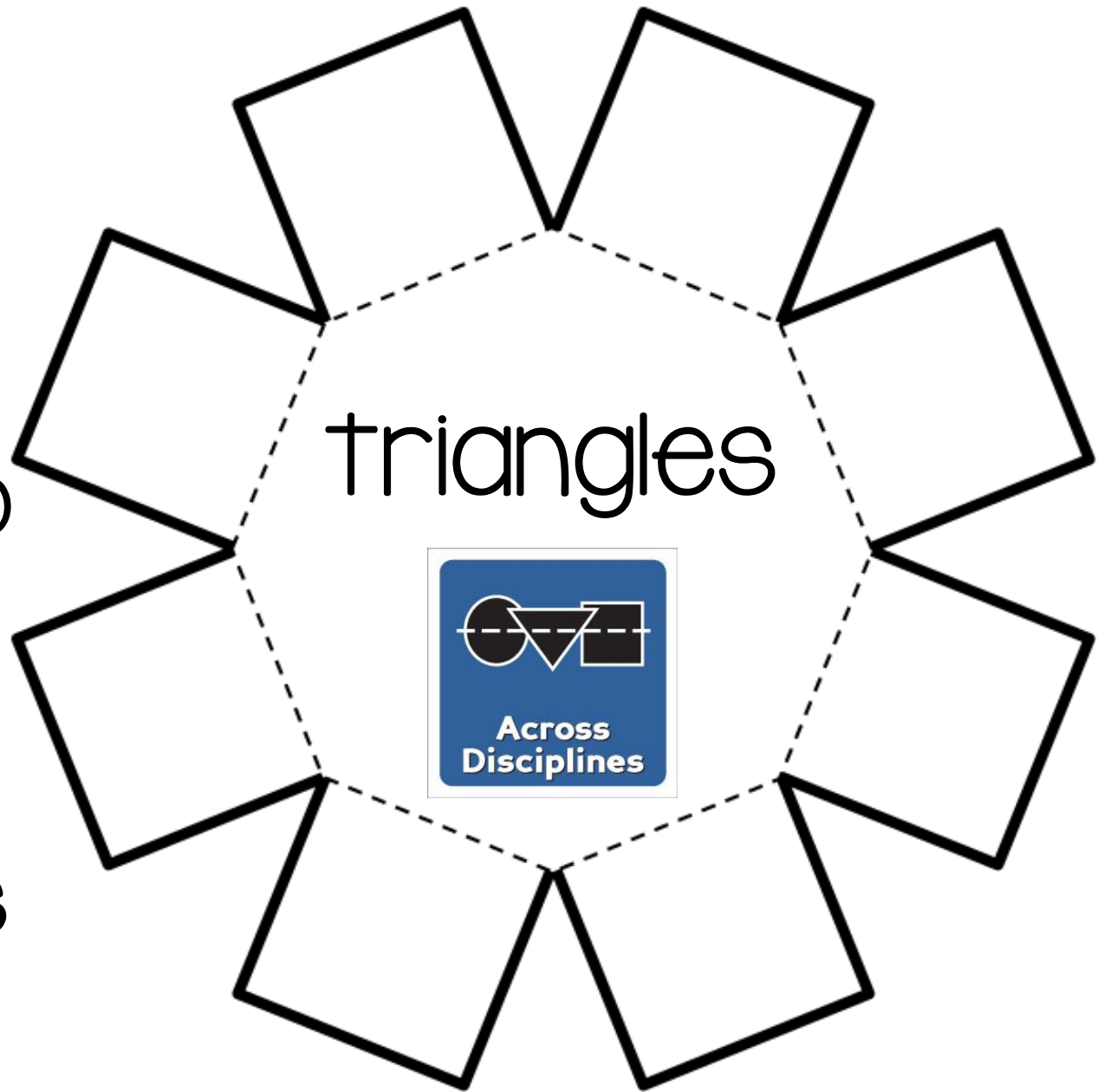
Instructors are expected to have a good working knowledge of Wikipedia, and should be encouraged to contact the [Wikimedia Foundation](#) (WMF) supports a global Wikipedia Education Program that can be implemented in [many countries](#). The program's purpose is to help instructors and students learn about Wikipedia and the [Wikimedia Foundation](#) (WikiEd) that offers support for classes held at institutions in the United States and other countries. Instructors in any country where the course is based) should *a/ways* be contacted prior to starting classes.^[3]

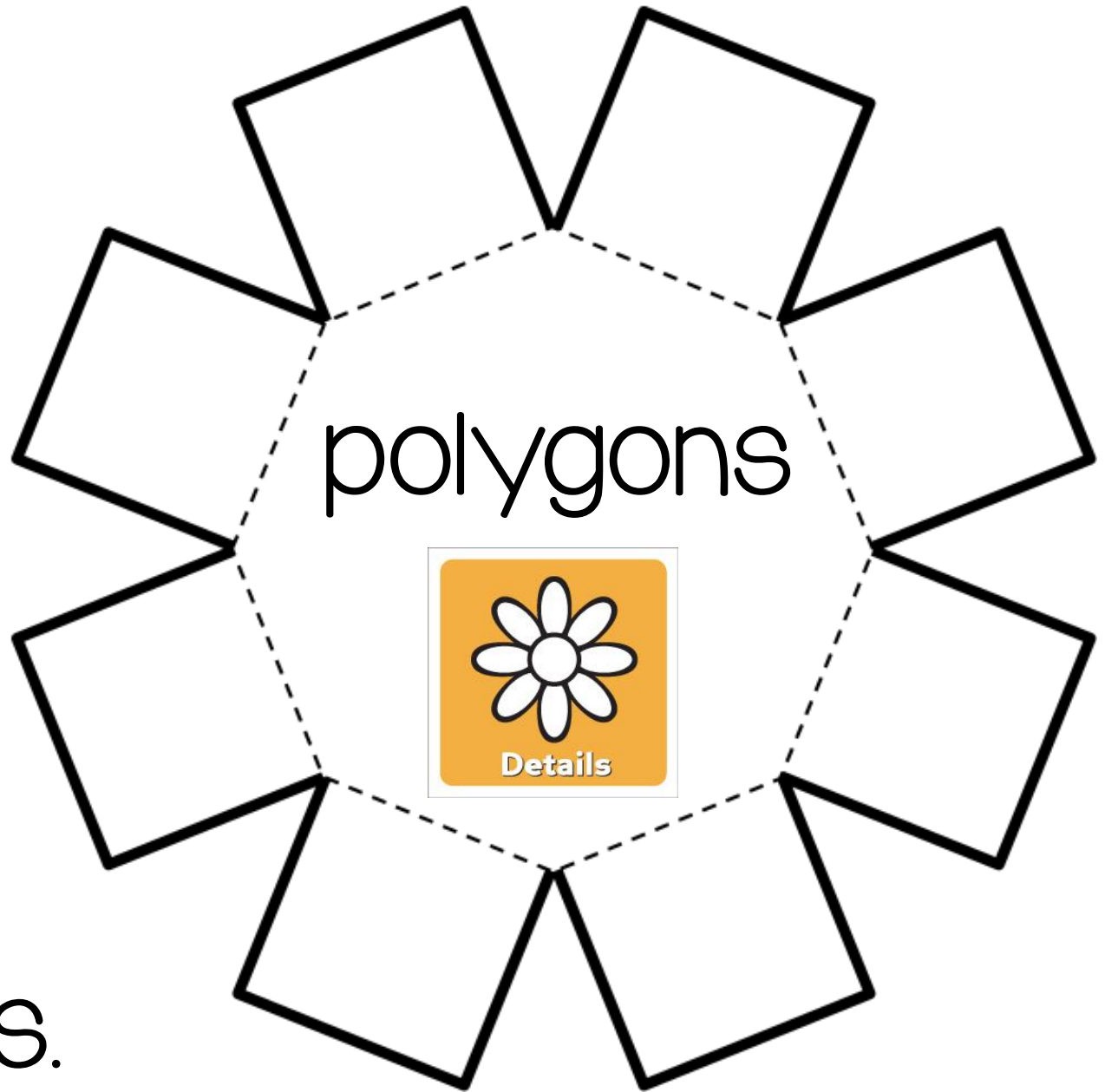


9

Folding & Interactive Notebooks

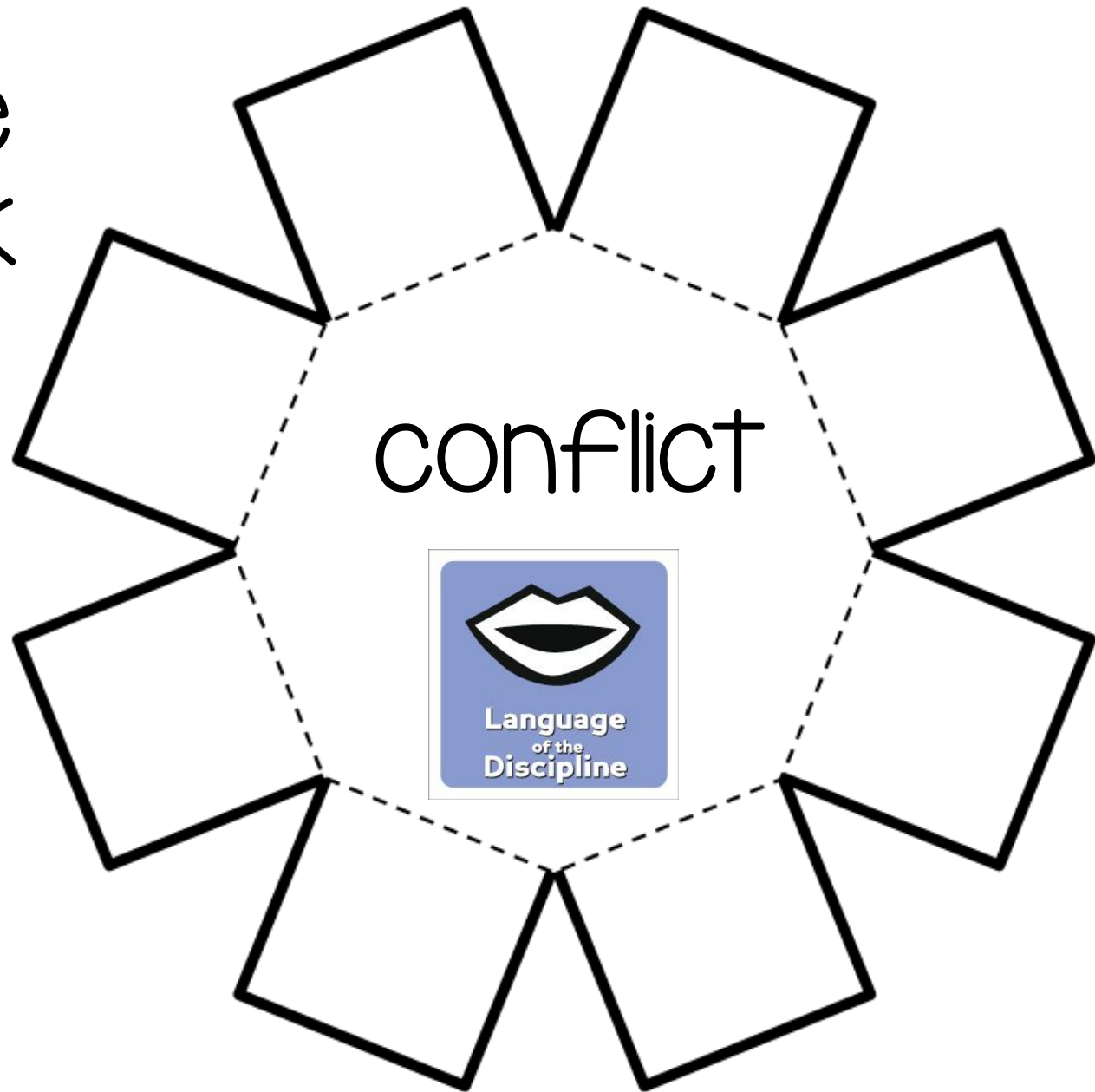
Where do
you see
triangles
in other
disciplines
besides
math?



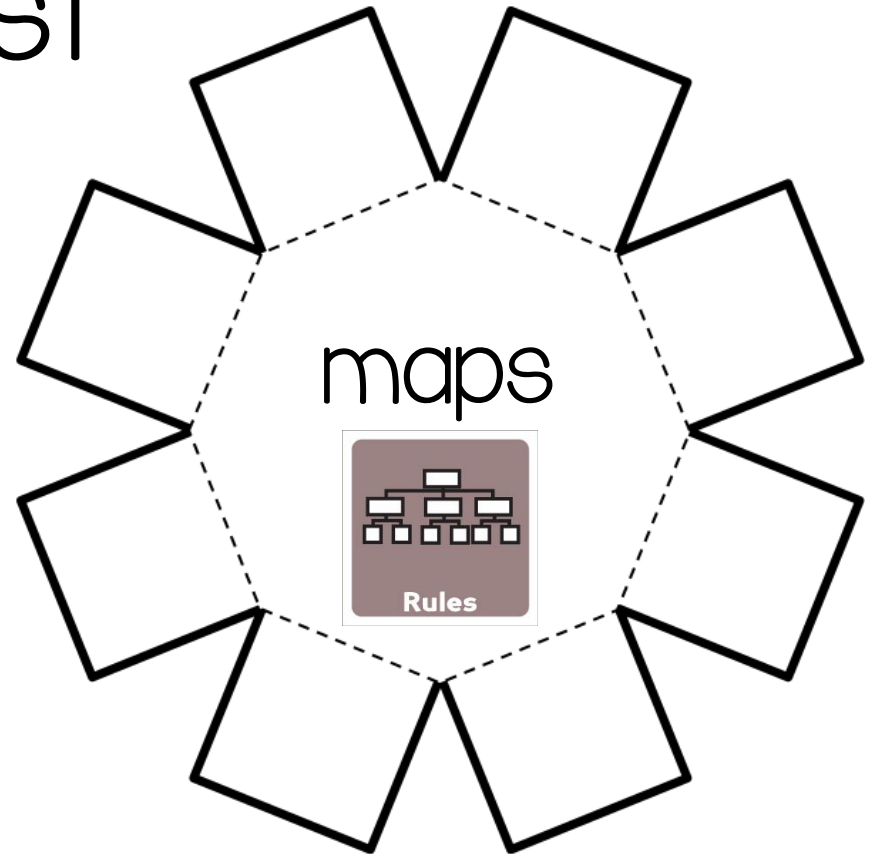


List &
draw 8
details
about
polygons.

What are
words we
use to talk
about
conflict?



What are the rules
associated with
maps? Put a star
next to the most
important rule.



Other ideas:



OSCAR'S ENORMOUS PURR

by Jeanne Richardson Rondoe



Words



Actions



How people felt about Oscar
when he was a kitten



How Oscar
feels



Envision Gifted!

Differentiation for Gifted & Talented Learners



Teach students to “read”
the cover of a book using
Depth and Complexity.







Ethical

M 5.

Issues Paul Revere faced in his rides

*

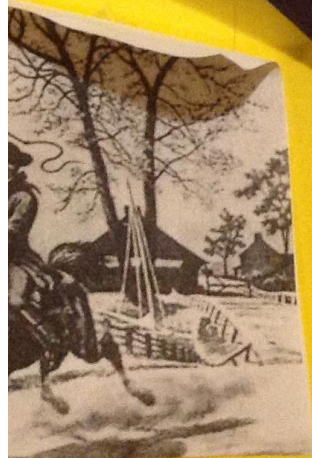
During his midnight ride, he was captured by a few Redcoats. They warned him if he would go an inch further that they would destroy him, but once the captain of the band of Redcoats asked him what his name was, Paul answered, "Revere."

"What?!! Paul Revere?"
the Redcoat exclaimed.

So, Paul got trapped
and had to be
released after
a longer
period.

Paul Revere
R Ride

7.



Cons
PAU

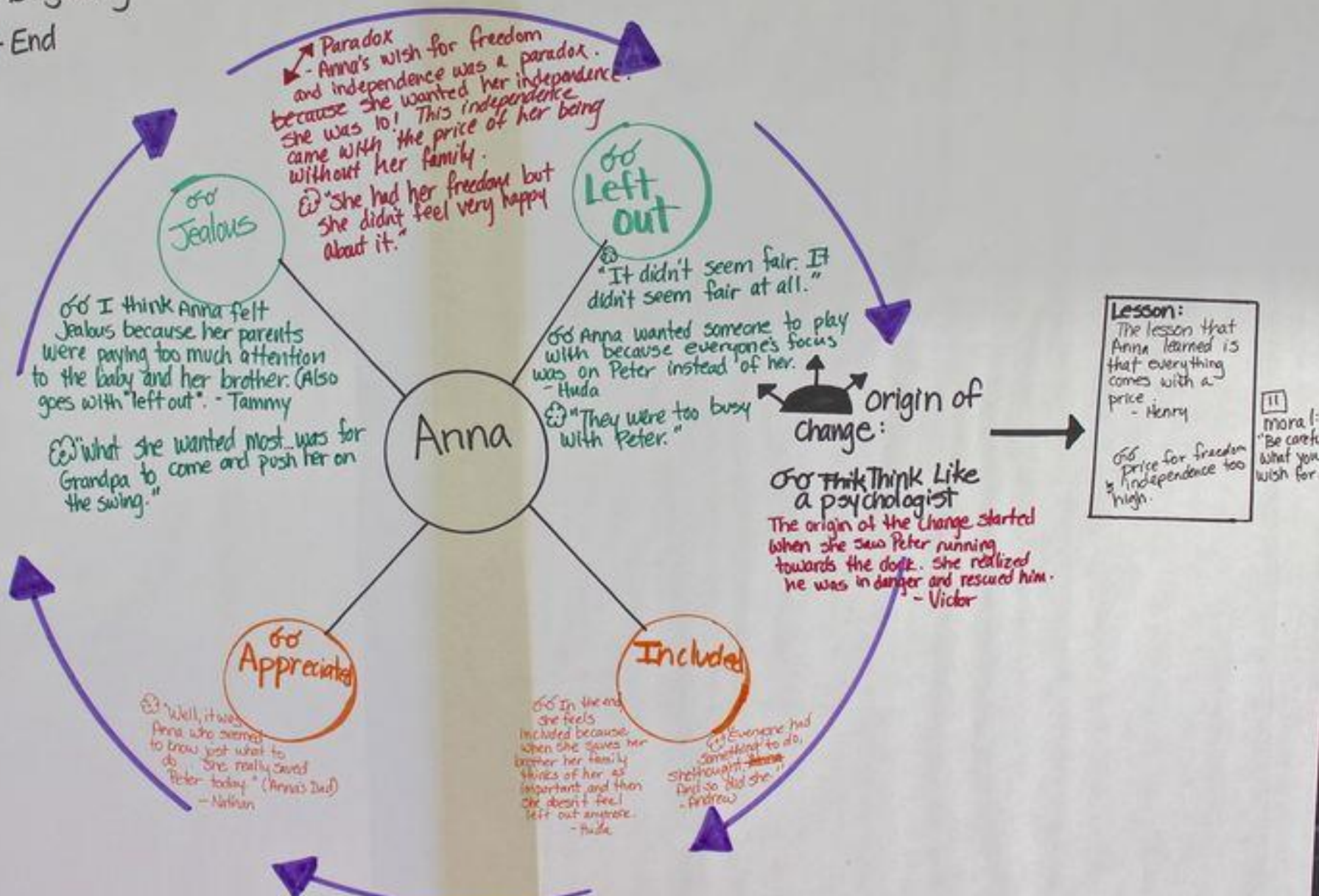
Character Change Over Time

Anna's Tenth Summer

→ significance

Beginning

End



Philip Lue
Sienna Chen

Victor Zapian
Tera Gilham

Strong relationships
can develop regardless of
age, race, gender or religion.

RELATIONSHIPS

Boo

- kept an eye on Tom Scout all while there
- served as a father in Atticus's absence
- notes the injustice in the world



Calpurnia

- despite her own struggles, she works to serve as a mother figure
- works alongside with Scout to make Scout and Jem feel safe in the dangerous and confusing world that is their world



Atticus

- Shows children in right moral direction
- Teaches justice for all
- Single parent, most influential to children's lives



Miss Maudie

- Scout's next door neighbor, Miss Maudie's independence from the "code" of the other "proper" ladies of Maycomb.
- At the end of Scout's parents' death, Miss Maudie becomes Scout's moral guide.
- Scout describes Miss Maudie as "the best person in town" and "the best friend I ever had."
- "The beauty of people with enough humility that when they look in a [black person's] face and for the first time think 'I'm like that too'..." (Chapman) "that was to do right in that sense" (Lee 360)



Name: _____



How I Will Be Next Year



Change through
the Year

 Beginning of
this Year

 End of
this Year



Based on the changes I've seen in myself this year, I predict that next year, I will ...

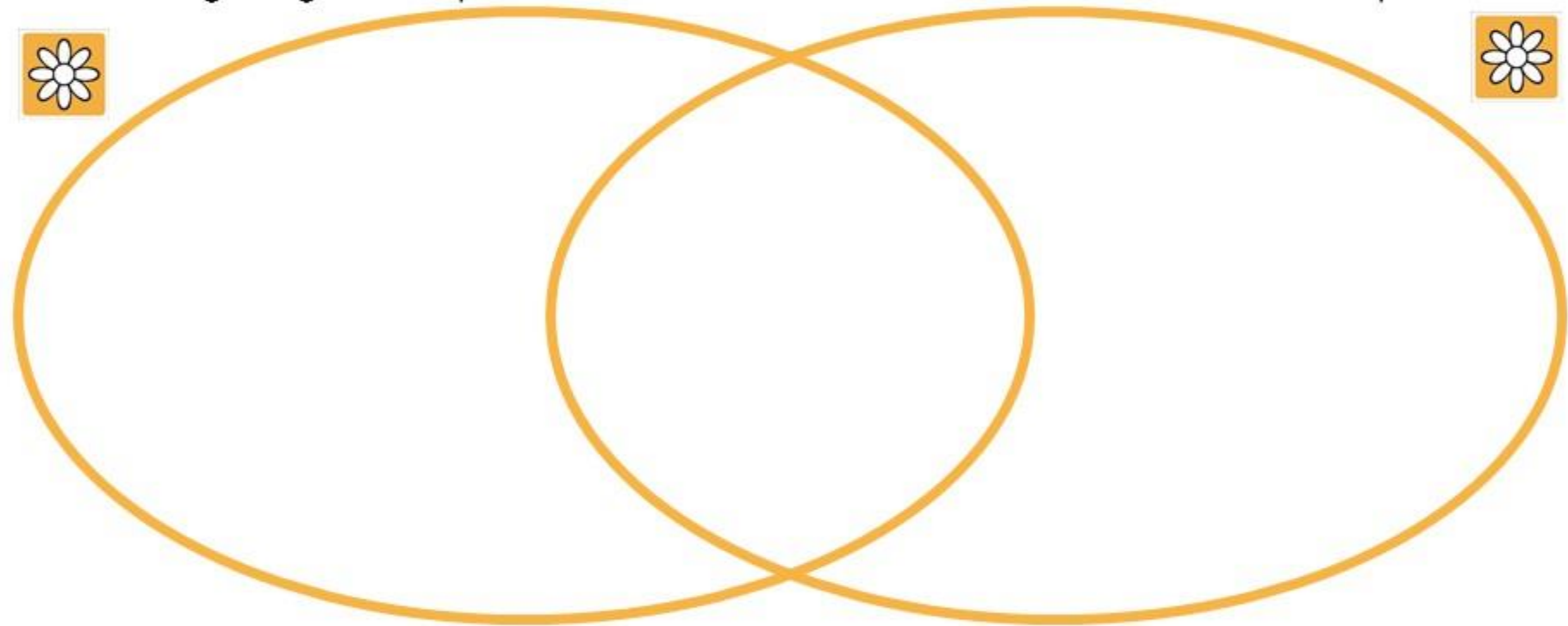
Name: _____



How I've Changed this Year

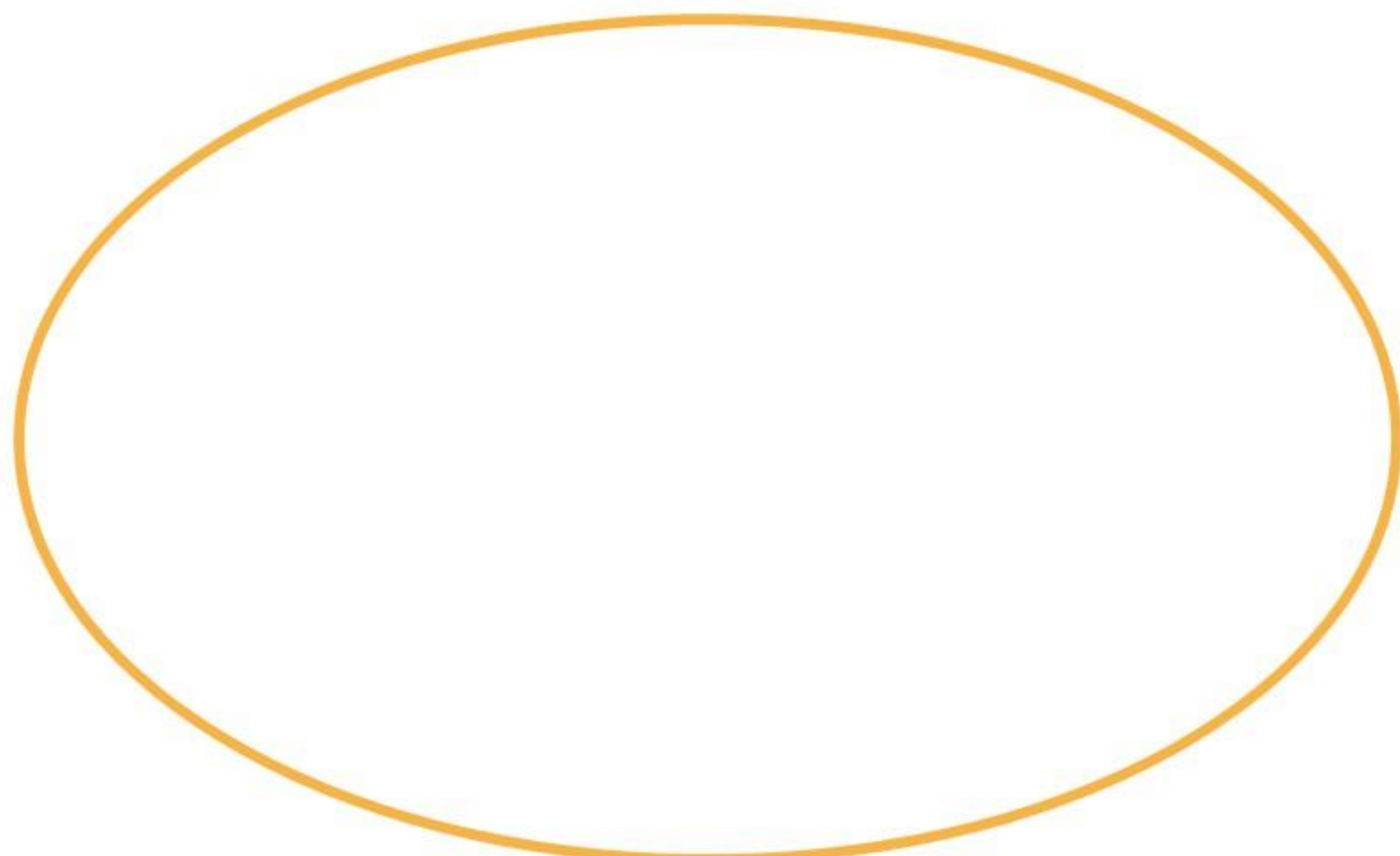
At the beginning of the year, I was...

Now, at the end of the year, I am...



The Big Idea of how I'm different now than I was at the beginning of the year is...

Name: _____



10 Things I've Learned This Year

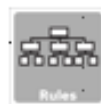
USE AS STRUCTURE

Weather				
Language of the Discipline	Details	Patterns	Change over Time	Trends
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400



1

$$6 \times 7$$



2

$$4 \times 8$$



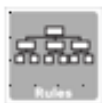
3

$$3 \times 5$$



4

$$1 \times 8$$



5

$$8 \times 7$$



6

$$5 \times 9$$

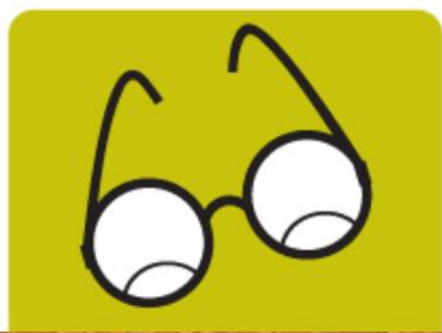
Lisa Van Gemert • 1m

Earthworms Discussion

Diggin' the dirt!

WHO THINKS WHAT?

What do different people, animals, or plants think about earthworms?



WHAT WILL HAPPEN NEXT?

As earthworms evolve, how do you think they will change over time?



ARE THEY REALLY DIRTY?

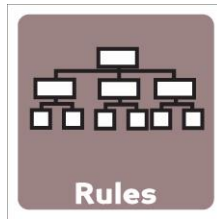
Is it fair to call earthworms dirty? Why or why not?



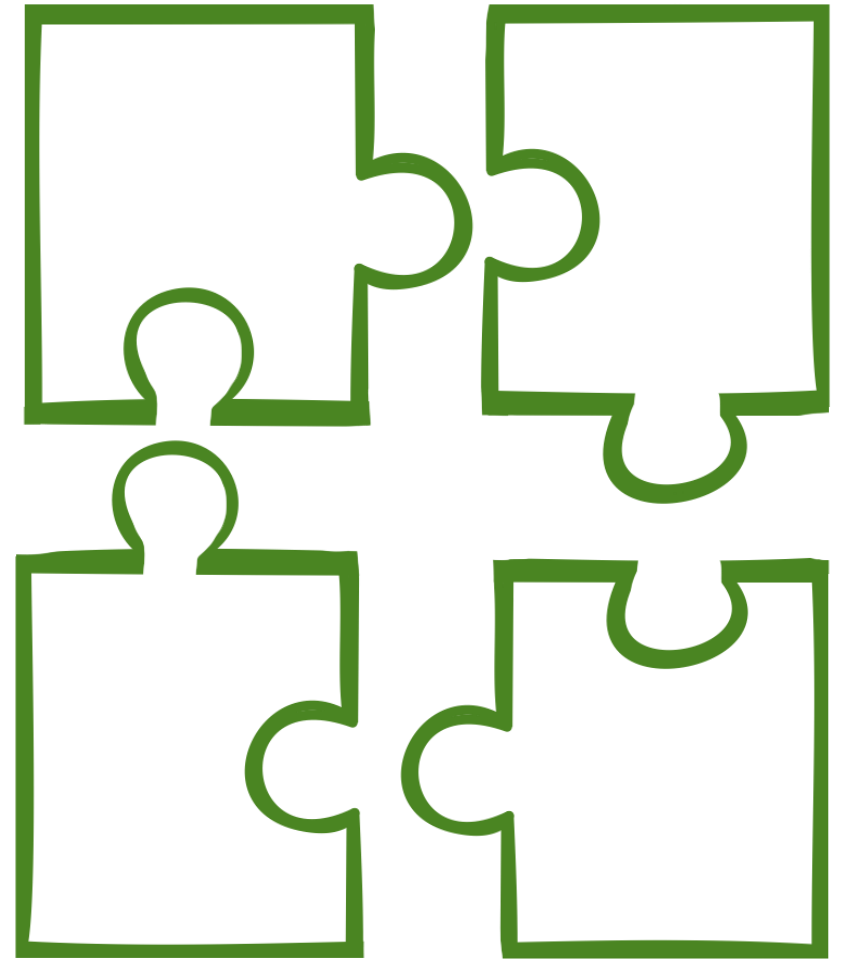
OTHER THOUGH



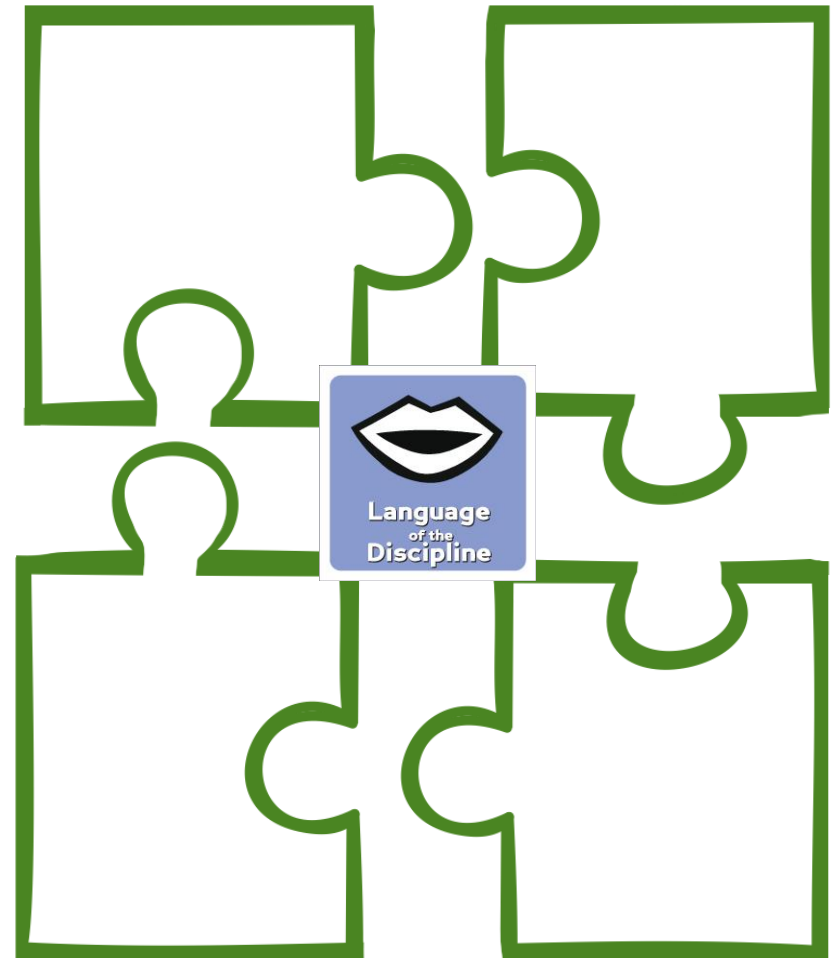
What are the three basic ways animals get food in the food chain?



List them in a puzzle piece.

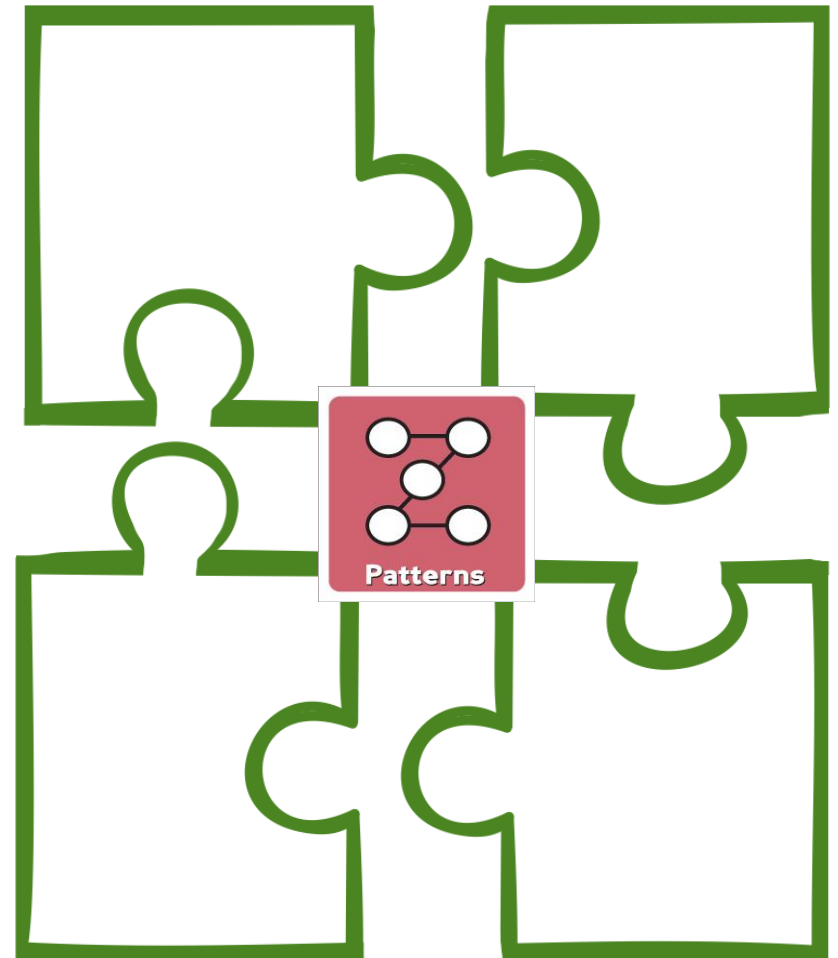


Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.



Create a food pyramid of specific animals with five trophic levels.

List the animals in order on a puzzle piece, apex predator on top.



On the last puzzle piece, you may choose to do any of the following:



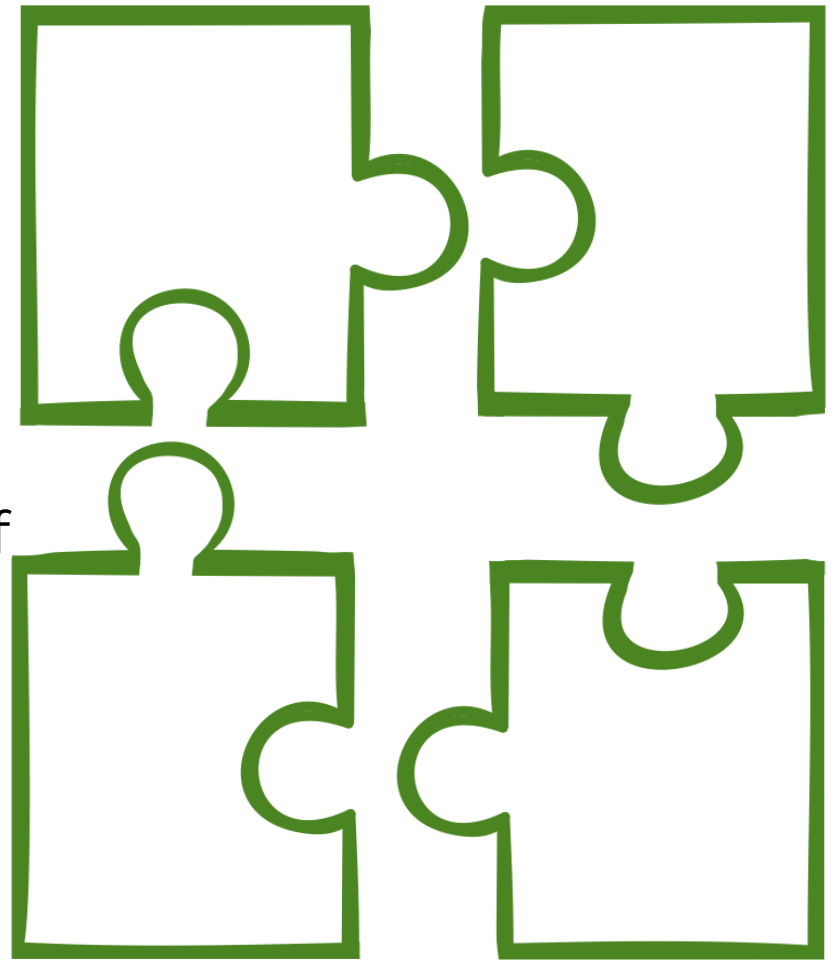
Write an epitaph for the grave of a decomposer.



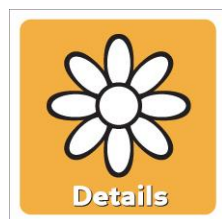
Describe what would happen to your food chain if your apex predator became extinct.



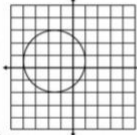
Investigate & share your findings on which is more vulnerable to climate change, producers or consumers?



Rules

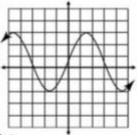


12 Answer the following questions given the graph below.



- a) What is the domain?
- b) What is the range?
- c) Is this relation a function?

15 Answer the following questions given the graph below.



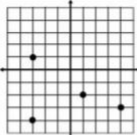
- a) What is the domain?
- b) What is the range?
- c) Is this relation a function?

18 Answer the following questions given the equation below.

$$y = x^2 + 8x + 15$$

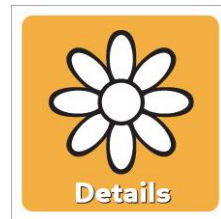
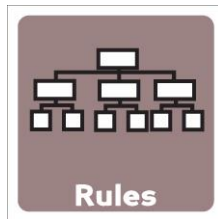
- a) What is the domain?
- b) What is the range?
- c) Is this relation a function?

8 Answer the following questions given the graph below.



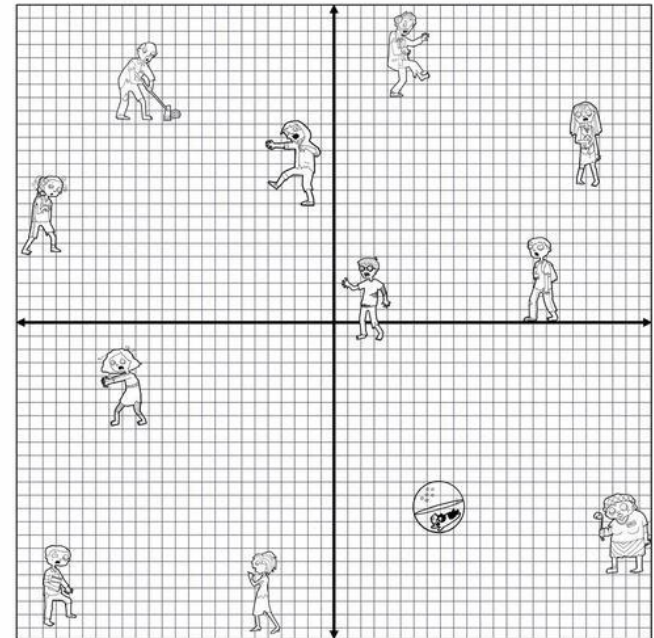
- a) What is the domain?
- b) What is the range?
- c) Is this relation a function?

First: Graphing Lines & Killing Zombies



Graphing Lines & Killing Zombies

Name _____



Graph each line and match it to the zombie that it "kills".
To kill a zombie the line must run through any part of its body.
Each line should only kill one zombie. If you kill more than one you were not precise enough.

Next: Mad Libs!



1 Simplify the expression below:
 $18x + 5 - 7x - 9$

A) $25x - 4$	Mrs. Wilson
B) $25x + 14$	Mr. Patterson
C) $11x - 4$	Mrs. Kohlman
D) $11x + 14$	Mr. Innis
E) $25x - 14$	

4 Simplify the expression below:
 $-18k - 1 + 12 + 5k$

A) $-23k + 13$	Elmo
B) $23k - 13$	Justin Bieber
	Taylor Swift
	Lady Gaga
	Peyton Manning

9 Simplify the expression below:
 $7a^2 + 10a - 3a - 2a^2$

A) $9a^2 + 13a$	doing back-flips
B) $9a^2 - 13a$	eating pies
C) $9a^2 + 7a$	solving equations
D) $5a^2 - 13a$	juggling
E) $5a^2 + 7a$	wrestling a bear

Combining Like Terms "MATH LIB"

Directions: Write each expression that results by combining like terms. Identify your answer and fill in the blank at the bottom to complete the story.

1) _____ = _____

2) _____ = _____

3) _____ = _____

4) _____ = _____

5) _____ = _____

6) _____ = _____

7) _____ = _____

8) _____ = _____

9) _____ = _____

10) _____ = _____

11) _____ = _____

12) _____ = _____

13) _____ = _____

14) _____ = _____

15) _____ = _____

16) _____ = _____

17) _____ = _____

18) _____ = _____

19) _____ = _____

20) _____ = _____

10 Stations & Student Worksheet
 (You can change the teacher names!)

menus!

Draw a triangular prism. Label how many faces, edges, and vertices it has.



Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle & why?



Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.



Create a riddle involving a hexagon.



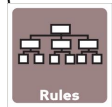
Following the naming convention, name the polygons with 65, 47, and 82 sides.



Why should/should not monogons and/or digons be recognized as polygons?



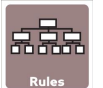
Draw three non-examples of a polygon.



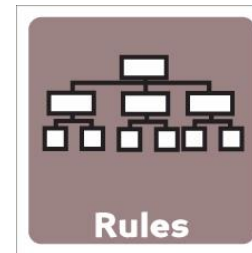
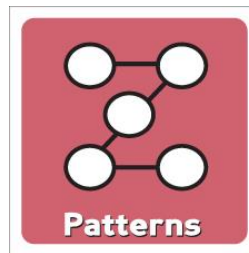
Describe the connection between polygons and honeybees or lava.



Create a t-chart naming five shapes and their number of vertices.



Ian's Idea:

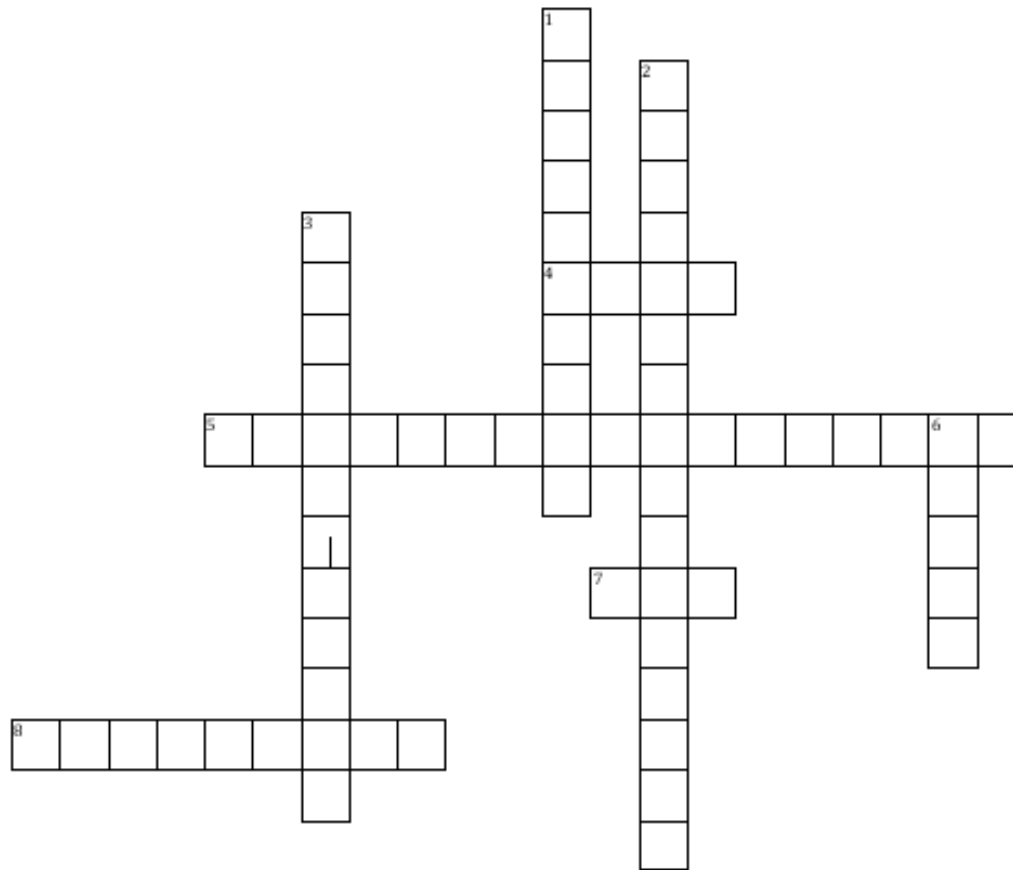


Reflecting With Depth and Complexity

Do you ask your students to look back at their work and reflect on their progress? If so, are you integrating the tools of depth and complexity into these reflections?

- Ask students to *examine the **change over time*** in their scores.
- Tell students to *look for **patterns** in the type of questions missed*.
- Encourage them to notice if they simply *misunderstood a **rule***.
- Perhaps students need to *notice a recent **trend*** in their work.

Colonial Exploration



Across

4. monetary motivation for exploration
5. the transfer of plants, animals, culture, and humans and the transfer of disease and invasive species
7. religious motivation for exploration
8. founded in 1607



Down

1. slave trade - movement of slaves, crops, and goods among European, East African, and colonial ports
2. 1620 beginning of self-governance by the colonists
3. of 1763 forbade settlement west of the Appalachians
6. fame and international recognition motivation for exploration





Depth & Complexity
augments and
enriches **existing**
projects and
lessons.