

Name _____ Period _____

Study Guide Community Cycle

U.S. History Week 1: Sept. 26-30

Assignments below need to be turned in by Friday Sept. 30

- Made up of diverse members
- Members share a common environment
- Follow patterns of growth and change
- When one community comes in contact with another community, change may occur

Essential Questions:

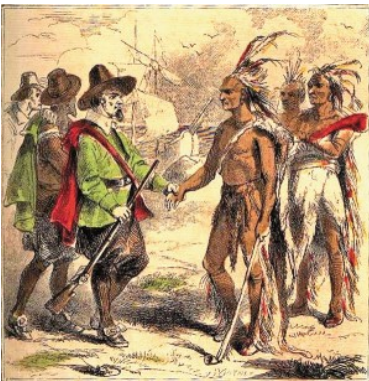
- What would be a motive for exploring new land?
- What ideas and discoveries made exploration possible?
- How were/are you affected by exploration?
- Does exploration always produce positive changes?

Overview:

This week is the beginning of the cycle *Community*. This week will be an introduction to the cycle by kicking off with presenting your own culture. Everybody comes from different backgrounds so we should share our background while also learning about others. The current event/National Geographic analysis will help you discover what is going on in the world. We will also continue with Daily History expanding our knowledge with maps and history.



"The Pilgrims sailed their iShips to the New World and docked at the eBay."



_____ Daily History

Students answer 8 questions that they write in their journal.

_____ Current Event

Newspaper article analysis

OR

_____ National Geographic

National Geographic article analysis

OR

_____ Discovery/History Channel

Watch the Discovery or History channel and write an

analysis

_____ Vocabulary Friday

Students receive 10 words, which they need to define

Points	1	2	3	4	Total
Organization	There is no sequence of information and/or so much is missing that the presentation makes little sense.	Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around).	Student presents information in logical sequence. More or less information would have been helpful.	Student presents adequate information in logical sequence.	
Graphics	Presentation includes no graphics or graphics are unrelated to the subject or distract from the message.	Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	/20

_____ What is your culture
 Students will provide a presentation of their culture to the class