

March 17 - 20

Class	Tuesday	Wednesday	Thursday	Friday
US History (Grade 11)	Review Old West Slides 1-7; Study the photos provided. What do they tell you of the era? If possible, watch the linked videos via Google Classroom.	Writing assignment on slide 8; compare and contrast the three main leaders learned about yesterday. If you were to compare them to television or film characters, who would you choose and why?	Review slides 10-12. Answer the writing prompt on slide 13 in complete sentences (3-5).	View the Wounded Knee video in Google Classroom and answer the related questions.
Modern World (Grade 9)	Create a compare and contrast of Disney's <i>Hercules</i> to the mythology we learned in class.	Create character cards for each of the important people within <i>Hercules</i> . Include a picture and some stats for each.	Compare your Mythology notes to your newly-minted character cards. Write out <i>why</i> you believe Disney changed the mythological story for <i>Hercules</i> .	Write a movie critique from a moviegoer's perspective; then, write a movie critique from a <i>historian's</i> perspective.
Sociology (Grades 11-12)	Select ANY fairytale-film (Anything Disney or Dreamworks will work). As you watch, take notes on the personalities, dilemmas, and morals being portrayed.	Finish chosen film.	Create an info sheet on the most important characters. What are their personality traits? Behaviors?	Create an analysis sheet on the chosen film's morals. Who were the "bad" guys, and what features did they have? The "good"? What personality and behavior traits were displayed? Link this back to your Character sheet as you analyze the film.
Holocaust Studies (Grade 11)	Research topic study/writing	Research topic study/writing	Thesis check-in; email Ms. Reid if able	Research topic study/writing

Week Two - March 23-27

Class	Monday	Tuesday	Wednesday	Thursday	Friday
US History (Grade 11)	Review slides 14-25.	The Importance of Native History- view slide 26 and answer the corresponding questions in complete sentences. Research reservation life in the US Today.	Review slides 27-33. Create a political cartoon concerning anything discussed so far in this unit. Examples include Cowboys, Native Americans, Gold Rush, Cattle Drives, etc. Write out an explanation on the back as to what is depicted and why.	Review slides 35-45 and think through any questions listed. If possible, follow the video links in the notes via Google Classroom.	Review slides 46-48. Research an outlaw from the 1800's and created a <i>Wanted</i> poster with a reward and brief description of crimes.
Modern World (Grade 9)	Create a Greek Mythology Family Tree. Draw the <i>Origin</i> , <i>Gaia</i> , and her children. Write brief descriptions of each deity.	Draw in the children of the 12 Titans. Write brief descriptions of each deity.	Draw in the lovers of Zeus and their corresponding children. Write brief descriptions of each deity.	Add your own marks of romance to show happy marriages and forced relationships.	Add the other Gods or Goddesses not yet added. Add pictures of the main God/desses. Write brief descriptions of each deity.
Sociology (Grades 11-12)	Critical Thinking Response: How do fairy tales structure the way children think? Use your film as evidence.	Create a four-row graph with <i>family</i> , <i>school</i> , <i>peer groups</i> , and <i>mass media</i> listed. In each corresponding box, write an example for each in terms of personality shaping.	Add another column to your graph, and write in an example of each for your <i>own</i> personality. (Ex.- sibling being born, transferring schools, etc.)	Add another column to your graph and title it <i>Emotional Reflection</i> . Based on your example yesterday, write in how <i>you</i> feel about that particular event/example, and how your emotions have changed with time over the event.	Critical Thinking Prompt (3-5 sentences): Go over your graph. Between all these influences, which do you feel influences a person the <i>most</i> , and why? Does this apply to yourself- how so?
Holocaust Studies (Grade 11)	Research topic study/writing	Peer review; email work to Ms. Reid for analysis	Research topic study/writing	Research topic study/writing	Research topic study/writing