

Below is an outline of activities that students can work on today. *Reminder that all Crash course videos need to be slowed down to .5 (in the setting-bottom right of video) and captions should be on. Educators are encouraged to modify the activities below and/or engage their own lessons as well.*

ACTIVITY OPTION

Crash Course History Activity.

Engage students in a process of deciding which crash course video they would like to watch for the activity. Teacher and teaching assistants may find it helpful to structure a decision making process based on Crash Course "Playlist" or "Themes". An example is described below.

Prelude to American Revolution (approx. 45min) (Guiding Questions Printout/Worksheet)

Intro to Seven Years War; Prelude to the American Revolution. Play the crash course video <https://youtu.be/j0qbzNHmfW0> Discuss it afterwards; ask students to share their reactions, or something new they learned, then go over questions/answers.

- What did the British want from North America/13 colonies?
- Discuss Native Americans/First Nations/Indigenous representation during the war from this video.
- What is a major difference between Native Americans/First Nations/Indigenous people in North America and the Europeans regarding land?
- Which three nations fought for territory in the Caribbean?
- Who is credited as victorious and defeated? How are we conceptualizing victory and/or defeat?

ACTIVITY OPTION

Community Development; Prep for Check-in Aural/Oral Presentation-discussion (approx. 45 minutes-1 hour) In their Oral Presentation groups students should create a poster for the room. The poster should reflect elements of their group/members, and a subject/topic/theme from course discussions and/or assignments. Each group is to create a name for themselves if they haven't already chosen one. Posters should be colorful, visually engaging, and tell a story. Students should prep for a presentation of their posters when the course professor returns, they will then be displayed on the classroom walls. You can use chart paper, markers/crayons.

ACTIVITY OPTION

Vocabulary Development (approx. 1hr-1.5hr) Use "Content-Specific Vocabulary". Students can work in groups and use digital technology to find definitions (from reliable sources) or professor and teaching assistant can facilitate student questions. Students should write the definition, reword/resummarize with their own understanding. Intermediate Bilingual students may be encouraged to write a 1-2 page memo as part of any assignment that is due.

ACTIVITY OPTION

Essay Development. (approx. one hour) Students should finish their essays by Monday. They can work in their literature groups (if applicable) to finish writing/outlining (or type independently). They can also engage in the peer-to-peer response groups.