

Formative Assessment Examples

Commentary can be found in blue on each page

Reflection

****I often sorted reflection questions into 3 groups: 1. Got it 2. Getting it 3. Support**
*****These results were then used to inform next steps for instruction**

How do the actions of the King and Parliament impact the colonists? Were violent responses effective? Non-violent?

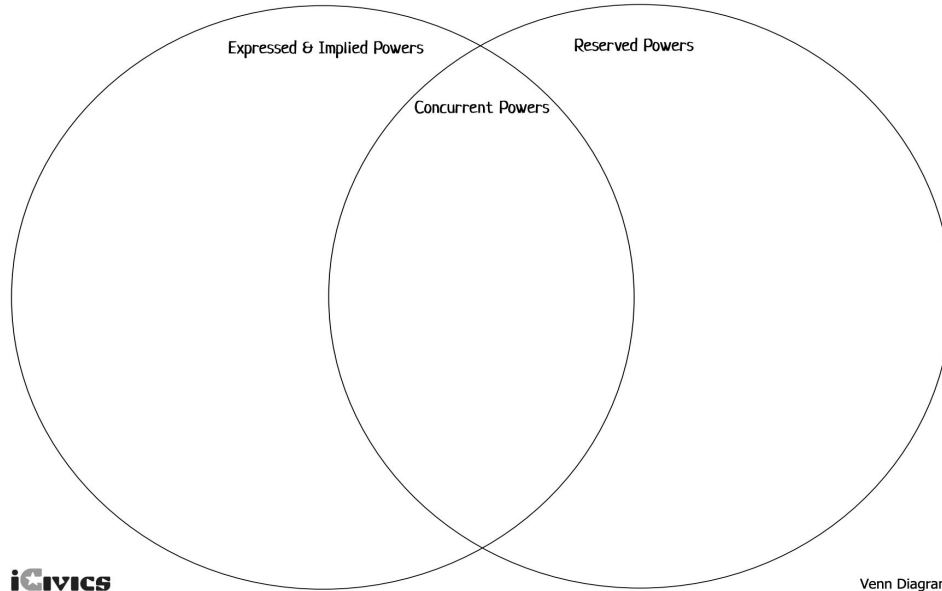
Wrap-up

*****This is an example of an online discussion
***Student responses gave an overall picture of
the dept of understanding in a class - all
students were required to answer**

Answer this question on Google Classroom- you will see the “question” in Classwork:

Do you feel the colonists were justified in their resistance to British control? Use specific examples from the SQ1&2 act notes to support your answer. You should include an act and a resistance example in your answer.

The "Federal" in Federalism

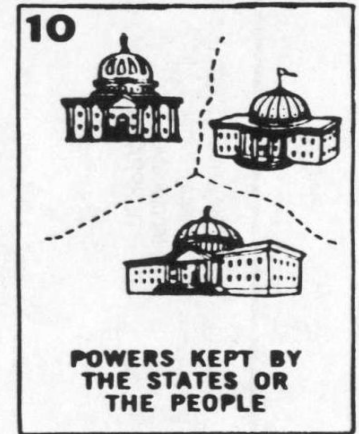
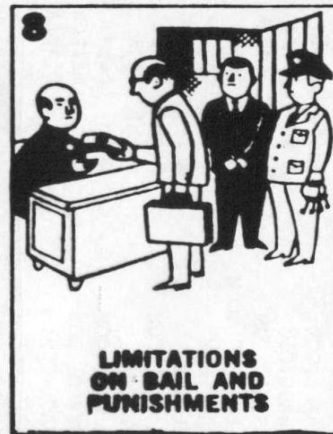
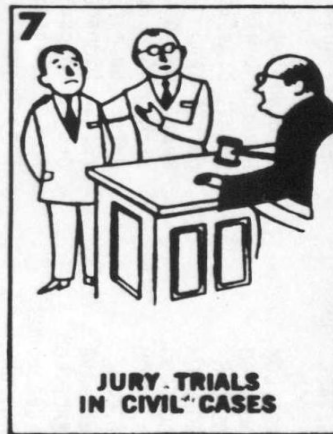
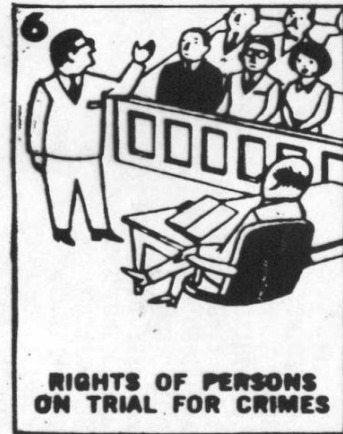
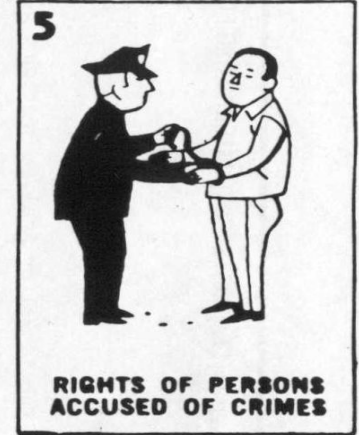
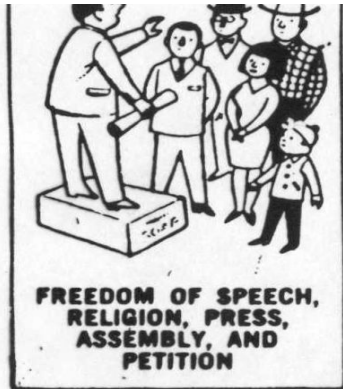


***** Concept sorts like this one are a vital tool in an engaged classroom**
***** Effective grouping is critical**
***** Misconceptions can be easily identified**

*** Anchor chart during application (scaffold)

THE BILL OF RIGHTS

t Ten Amendments to the U.S. Constitution



***** Formative Check
before instruction
begins**

Warm Up Questions

decide if it is YES a Violation of your rights or NO not a Violation


of your rights

1. You belong to a service club in your neighborhood. You hope you'll be chosen to lead an upcoming event. When you are not selected, you decide to gather signatures from other members urging the club leaders to change their minds. The club leaders refuse to accept your petition.
2. A neighborhood store sells you an iPod that doesn't work. The cashier won't give you a refund. You decide to go back into the store with some of your friends and stand just inside the front door with signs that say, "Don't Shop Here!" The store owner makes you leave.
3. A white supremacist group applies for a city permit to have a march. The city says that they cannot have the permit unless they pay for a large insurance bond. Other groups are given permits for free.
4. Your public school principal punishes you for attending a city-wide demonstration during school hours even though you had a note excusing you from school.



Reflection

Answer the following questions in your Unit 6 Journal

1. Compare and contrast the Mississippi and South Carolina Black Codes. How are they different between the two states? How are they similar?
 1. Black Codes were put in place immediately after the Civil War and in response to the 13th Amendment. What was the purpose of these laws?
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