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The American Empire: Age of Imperialism (America Journey) [7th grade]

Mark A. McCullough

Trinity University, mmccullough@sles-sa.org

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: **The American Empire: Age of Imperialism**

Grade Level: **Seventh thru Twelve**

Subject/Topic Area(s): **Social Studies, American History**

Designed By: **Mark A. McCullough**

Time Frame: **20 Days — 75 Minute Classes**

School District: **The Episcopal Diocese of West Texas**

School: **St. Luke's Episcopal School, San Antonio**

School Address and Phone: **15 Saint Luke's Ln. San Antonio, TX 78209 — 210-426-0664**

Brief Summary of Unit (Including curricular context and unit goals):

This rather large unit discusses the imperial age of America during the 19th century and the beginning of the 20th century. This unit was created as 7th grade curriculum for St. Luke's Episcopal School using "The American Journey: Modern Times" textbook.

In this unit, teachers will find a comprehensive set of lessons to lead students to think about empires, what makes up an empire, and which foreign policies are best for empire-making.

This unit includes narrated PowerPoints that should be used as a basis and modified for each class according to student needs.

In the end, students are required to use their knowledge of American Imperialism and their understandings of Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy to create more than 10 "points" (like Wilson's 14 points) on a presidential white paper that deals with a current world event.

Enjoy!

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p><i>Adapted for use with St. Luke’s Episcopal School, San Antonio, TX Proprietary Skills Map</i></p> <p><u>Plan adopts reading from the textbook American Journey, ISBN: 9780078777196</u></p> <p><u>Skills-based Goals</u></p> <p>Learner as Analyst: Information Literacy</p> <p>Gather and organize information about a given topic from a specific time period to be used for investigation of analysis and interpretation.</p> <p>Learner as Analyst: Argumentation</p> <p>Evaluate a controversial issue from multiple</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Adopt a foreign policy and assume the role as President of the United States. Using the chosen foreign policy, students will transfer knowledge by applying foreign policy decisions to handle a current event that affects America.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>The United States extended influence to the Pacific, Asia, and Latin America to spread Protestant Christianity, Democracy, American influence, American trade agreements, and continuing American foreign relations.</p> <p>The Monroe Doctrine provided a framework of justification for American imperialism in Asia, the Pacific, and in Latin America.</p> <p>The Spanish-American War ended the stronghold of Spain’s influence in “American-claimed” western hemisphere strongholds.</p> <p>The victory in the Spanish-American war paved the way for America’s massive</p>	<p>Essential Questions</p> <p>EQ1: What makes a nation an Empire?</p> <p>EQ2: Who influences public opinion?</p> <p>EQ3: Under which foreign policy (Roosevelt, Taft, Wilson) could America most become an Empire?</p> <p>**Other Important Questions**</p> <ol style="list-style-type: none"> 1. Why did the United States extend its sphere of influence in the late 1800s? 2. Why did the United States expand its role in the Pacific? 3. How did the Spanish-American war help the United States become a world power? 4. How did the beliefs of the U.S. Presidents shape foreign policy?

<p>perspectives and form an opinion in favor of one side, contrast with an argument of the opposing side.</p>	<p>era of imperialism and empire building including the acquisition of the Philippines, Cuba, and Puerto Rico.</p>	
<p>Learner as Analyst: Historical Perspective</p>	<p>Yellow Journalism played into the hearts and minds of Americans and expanded the public’s attitude of “war fever.”</p>	
<p>Identify periods of history. Create and use a chronological sequence to analyze events in a period of history.</p>	<p>The Panamanian Revolution provided America the excuse of spreading democracy to intervene and take control of the failed French attempt to build a “second Suez canal” in Panama.</p>	
<p>Learner as Global Citizen: Civic Literacy and Engagement</p>	<p>The Panama Canal exponentially increased America’s influence as a world empire.</p>	
<p>Demonstrate understanding of how and why constitutions, laws, and public programs are challenged, changed, and/or abolished.</p>	<p>The effects of President Roosevelt’s Big Stick Diplomacy, President Taft’s Dollar Diplomacy, and President Wilson’s Moral Diplomacy as it relates to America’s era of imperialism in the Americas, Pacific, and Asia.</p>	
<p>Learner as Global Citizen: Cultural Literacy</p>	Acquisition	
<p>Examine a culture and its perspective on/response to an</p>	<p>Knowledge <i>Students will know...</i></p> <p>Vocabulary: Imperialism, isolationism, expansionism,</p>	<p>Skills <i>Students will be able to...</i></p> <p>Gather and organize information on a specific</p>

<p>issue, then present the issue from that culture's point of view.</p> <p>Learner as Global Citizen: Geographic Literacy – Global Awareness</p> <p>Investigate and explain how physical and/or geographic features, patterns, relationships, and changes have affected or are affecting particular groups of people, locations, or regions.</p> <p><u>Content-based Goals</u></p> <p>The Monroe Doctrine and its influence on American imperialism</p> <p>Purchase of Alaska from Russia</p> <p>America's growing presence in the Pacific and Asian countries</p> <p>The Spanish-American War</p>	<p>provisional government, spheres of influence, war fever, Hearst's <i>Journal</i>, Pulitzer's <i>Globe</i>, yellow journalism, armistice, protectorate, territory, isthmus, anarchy, dollar diplomacy, big stick diplomacy, moral diplomacy.</p> <p>America's age of imperialism is arguably from 1865-1914/17.</p> <p>American expansionism into regions during the late 19th century were caused by a sense of national stability to open trade with the Far East and to protect US assets, interests, and land in the Pacific.</p> <p>The Pacific allowed for the opening of more ports and military installations which allowed America to build Navy fleets that could rival well-established world powers and reach nations in the Far East quicker than before.</p> <p>The media has an extremely influential role in framing the opinions of the American public.</p> <p>Roosevelt's Corollary expanded the Monroe Doctrine to extend America's sphere of</p>	<p>topic and time period.</p> <p>Evaluate arguments through reading primary and secondary sources.</p> <p>Evaluating, analyzing, and interpreting maps.</p> <p>Reviewing laws, constitutions, and doctrines and their influences on societies.</p> <p>Writing highly sensationalized articles to represent Yellow Journalism.</p> <p>Chronologically organizing events leading to the rise of the American Empire.</p> <p>Evaluating political cartoons and satire.</p> <p>Creating succinct yet substantive presentations using common presentation software, apps, or web apps.</p>
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<p>US imperialism: acquisitions and expansion into Asia and the Pacific due to the result of the Spanish-American War and to foreign policies: such as the Open Door Policy</p> <p>Creation of the Panama Canal</p> <p>Roosevelt Corollary to the Monroe Doctrine</p> <p>Characteristics of foreign policy under different presidents: Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy</p>	<p>influence to Latin America.</p> <p>American involvement in the Panamanian Revolution led to the establishment of the Panama Canal, which reduced Naval travel times by weeks, if not months.</p>	
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Stage 2 – Evidence

<p>CODE (M or T)</p>	
<p>M/T</p>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will be required to take on the role of one of the three Presidents and then select a significant foreign event affecting the United States (or a closely related world power) at the present time. Students will be required to take on the task of analyzing the current event, its influences and effects, and creating a “Presidential White Paper” outlining at least 10 factual statements dealing with how the student’s selected President would use their own “diplomacy” to handle, interact, or intervene in the chosen current event.</p>

	<p>Choices for President:</p> <ol style="list-style-type: none"> 1. Roosevelt and Big Stick Diplomacy 2. Taft and Dollar Diplomacy 3. Wilson and Moral Diplomacy <p>At the end of the white paper, students will be assigned to present their statements in the form of a slide presentation. Each slide will describe the President’s statement (created by student) and the student’s opinion and/or reaction to such statement.</p> <p>Lastly, students must conclude with a 250+ word synthesis of ideas expressing their belief that the United States either did, or did not, have the right to claim lands from other peoples.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <ol style="list-style-type: none"> 1. Observations 2. Group activities 3. Class discussions and presentations 4. Exit slips/quick checks 5. Enrichment reading, exercises, activities, and worksheets 6. Summative Assessment
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Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment
	<i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i>
	Provide a custom-made pre-assessment depending on the level of your students that ask questions regarding imperialism, empire building, land acquisitions, and Spanish-American War (included but not limited to).

A	<p>Learning Activities</p> <p>EQ1 // Day 1: Pre-assessment American Imperialism in the Pacific (Pre1), Examples of Empires (CW1), Vocabulary worksheet (HW1)</p> <p><i>Stretch/Warmup: Ask students what the term imperial means. Conduct a chalk talk to discuss different ideas and to gauge student prior knowledge. End the stretch with the idea that imperial means empire, and –ism means an</i></p>	<p>Progress Monitoring (e.g., formative data) listed by file name</p> <p>Pre1, CW1, HW1</p>
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<p>A/M</p>	<p><i>idea: so imperialism is the idea of building an empire.</i></p> <p><i>Pre-assess students' prior knowledge of Imperialism and American imperialism using the Pre1 document. Next, tie back into the stretch and provide real world examples of Empires using CW1 document. Make meaningful connections to students' prior knowledge; be sure to bring in the British Empire and the Thirteen Colonies as a characteristic of an empire (colonies). On the last slide, students will be asked to jot down their thoughts about empires and to draw a picture representing an empire. Conduct an "inside-out" circle activity (https://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html) to share student work. Collect CW1 as an EXIT SLIP.</i></p> <p><i>Finish class by distributing the vocabulary for the unit. Students should complete the vocabulary for homework using document HW1. Students will need to use their textbook or teacher provided supplemental information to complete vocabulary.</i></p> <p>EQ1 // Day 2: Vocabulary Review Game Numbered Heads, Satirical Cartoon Uncle Sam & Introduce the Monroe Doctrine through Cartoon (Cart1), Draw Own Cartoon Representing Monroe Doctrine from POV of a European Country (HW2)</p> <p>Stretch/Warmup: <i>Review the vocabulary by conducting a Numbered Heads activity (http://www.learnnc.org/lp/pages/4772).</i></p> <p><i>After the stretch, present Cart1 and ask students to identify Uncle Sam and what Uncle Sam is doing in each cartoon. Probe students to understand Uncle Sam represents American power and might. Ask students who else is represented in the cartoons.</i></p>	<p>Cart1, HW2</p>
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<p>A/M</p>	<p><i>Lead students to define and apply the Monroe Doctrine. Ask students for examples and pair them in groups if time allows.</i></p> <p><i>For the end of class, assign HW2, which will require students to draw their own cartoon of the Monroe Doctrine from the POV of a European.</i></p> <p>EQ1 // Day 3: Vocabulary Warmup Review (Warm1), What is foreign policy? Does it change? (Chalktalk), Primary Source Albert Beveridge "Pacific is our ocean" (PS1), T-Chart Isolationism vs. Expansionism (HW3)</p> <p>Stretch/Warmup: <i>Provide students with Warm1 and have them complete the vocabulary review exercise. Go over answers in class and check for understanding.</i></p> <p><i>Now introduce the idea of foreign policy. Write the two words on the board and conduct a chalk talk for each word. Lead students to recognize that policy is similar to a set of rules based on an idea and foreign is a different country. Therefore FP is rules on how we will deal with other countries!</i></p> <p><i>Next, distribute "PS1" and have students read the excerpts in small groups or pairs. They should answer the questions on the worksheet. After enough time has elapsed, bring the class together and discuss responses. Students keep this work as notes.</i></p> <p><i>Explain the idea of expansionism as a form of imperialism. Then reintroduce isolationism. Place a T-Chart on the board and begin by having students fill it out one by one. After several examples of guided practice, have students complete their own T-Charts of</i></p>	<p>Warm1, PS1, HW3</p>
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<p style="text-align: center;">A</p>	<p><i>expansionism vs. isolationism (HW3).</i></p> <p>EQ1 // Day 4: Add information to Foldable for Japan (Fold1), Treaty of Kanagawa & Imperialism in the Pacific (CW2) (PPT1)</p> <p>Stretch/Warmup: <i>Instruct students to make a foldable (your choice). I chose a “Layered-Look Booklet” foldable (instructions on Fold1). Be sure students have more than enough pages as this foldable will be used throughout the entire unit.</i></p> <p><i>Once the foldable is created, have students label their first country/region: Japan. The foldable will be used to add “US relations with (XXXXXX) country/region.” As the unit progresses and new lands are introduced, students should continue to add information on their foldable. They might have several of the same nations as the relations change over time.</i></p> <p><i>Next, students should open their textbooks to page 233 and read 233-235 in reading groups, individually, or as a class. If you are not using the American Journey textbook, supplemental information on Treaty of Kanagawa is vast online. Then, either present or adapt the narrated PowerPoint for Imperialism in the Pacific.</i></p> <p><i>Distribute CW2 and assign as HW as time requires.</i></p>	<p>Fold1, CW2, PPT1</p>
<p style="text-align: center;">A/M</p>	<p>EQ1 // Day 5-6: Begin Map 1800 America’s Possessions (Map1), Acquisition of Hawaii and Queen Liliuokalani Analysis (PS3), Foldable Alaska and Hawaii (Fold1), Seward and purchase of Alaska Reading Was is really Seward’s folly? (HW5)</p> <p>Stretch/Warmup: <i>Provide students with Map1</i></p>	<p>HW5, Map1, PS3</p>

<p>A</p>	<p><i>and have them shade and label all US Possessions (1800). We will produce two additional maps, 1875 and 1900. Students should see the progression of a growing American Empire.</i></p> <p><i>Now, using PPT1 as needed, remind students of Hawaii and Alaska and how America acquired both lands. Distribute PS3.pdf and conduct a group/in-class reading activity. This primary source should be read aloud and highlighted to help students read with emphasis. Questions follow on PS3.</i></p> <p><i>Take a break and have students add US relation with Hawaii in their Flip1.</i></p> <p><i>Continue with the Purchase of Alaska and remind students of William Seward. Put the word “folly” on the board and ask students to provide insights into the word’s meaning.</i></p> <p><i>Ask students what benefit the United States might have gained from purchasing Alaska. Tie in the Monroe Doctrine and the idea of kicking all European countries out of the Americas. Provide students with HW5, which provides insights into the “folly,” questions follow.</i></p> <p><i>Exit slip: What characteristics, so far, signal that America is building an Empire? (Purchase of Alaska, trade with Japan, “the pacific is our ocean”, the Monroe Doctrine, Hawaii, Samoa, etc.)</i></p> <p>EQ1 // Day 7: Acquisition of Samoa Secondary Source (CW3), Samoa on Foldable (Fold1), Plan, Organize, Summarize (HW6)</p> <p>Stretch/Warmup: <i>Organize the class into groups to share their thoughts on the HW, Seward’s Folly. In addition, students should compare Maps with their group members and correct any errors. Bring the class together and</i></p>	<p>CW3, HW6, Fold1</p>
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	<p><i>lead a short exercise in sharing group thoughts and any questions students might have.</i></p> <p><i>Next, ask students if they have ever heard of Samoa. Students might reference the Girl Scout cookie, please advise that this is a great connection to make but Samoa is a pacific island nation; ask why did the Girl Scouts name that cookie "Samoa?" What are its ingredients? Be sure to point out the coconut and "tropical" flavor the cookie have. Using PPT1 and the textbook as supplemental resources advise students to add US relations with Samoa in their Flip1.</i></p> <p><i>Go over student work in their Flip1 and ask for questions. Then continue by telling students they will be inquiring into the history of Samoa CW3 to be used for their writing exercise HW6.</i></p> <p>EQ1 // Day 8: Warmup Sharing HW6.</p> <p><i>Stretch/Warmup:</i> <i>Provide students with an excerpt of your choosing that follows the "Type of Text you are Reading" from the previous night's homework. As a class, read the excerpt and complete the Plan, Organize, & Summarize activity on the board with students. Then allow students to fix their homework for five minutes before turning it in.</i></p> <p><i>Continue this writing exercise for the remainder of the class using examples that best fit your students.</i></p>	
A		None required (copies of Plan, Organize, Summarize)
A/M/T	<p>EQ1 // Day 9: New Spain [check students' prior knowledge regarding EQ3], Compare Spanish Holdings with the Monroe Doctrine, how do they conflict? Agree? (HW9), Map2</p> <p><i>Stretch/Warmup:</i> <i>Ask students which European country claimed possession of Latin America. If</i></p>	HW9, Map2

	<p>students are stuck, ask them to identify common characteristics of culture in Latin America: language should provide the greatest clue as to Spain's influence in the Americas.</p> <p>Next, ask students if Spain's presence in the America's goes along with, or against, the ideas of the Monroe Doctrine. Provide students with HW9, allow time to work in class and then rest to be completed at home.</p> <p>In addition, provide Map2 and have students fill out US Possessions around 1870.</p> <p>EQ1, EQ2 // Day 10: "A Splendid Little War" and Teddy Roosevelt PPT2, Cuba on Foldable (Fold1)</p> <p>Stretch/Warmup: Put the word Splendid on the board. Ask students through a chalk talk to express their ideas of the meaning of this word and have students provide examples of the word in a sentence.</p> <p>Now instruct students that American Imperialism takes a turn away from the Pacific and is much closer to the contiguous United States. Ask students if they believe American has been at war with Spain. Students should explain their responses.</p> <p>Provide Cornell Notes to be used during the Notes session using PPT2. After the notes, have students take out Map1 and Map2 and in "Think-Pair-Share" groups, have students present their maps, make corrections, and infer America's status as an imperialist nation or an Empire. EQ1</p> <p>Add Cuba to Fold1 for Homework.</p>	<p>PPT2, Fold1</p>
<p>A/M</p>	<p>EQ2 // Day 11: Bias in Articles, Watch clip of locker room speech before big game and explain "War fever" (link below)</p> <p>Stretch/Warmup: Students should be familiar</p>	<p>Video Link, Pro/Con Charts (student created)</p>

<p>A/M/T</p>	<p>with <i>Yellow Journalism</i> from the previous day's notes. However, go ahead and select two newspaper articles that both relate with the same topic (current events). Ask students to find the differences in the two articles, the biases, opinions, audiences, and authors. Ask students, who influences public opinion? EQ2</p> <p>Now ask students what War Fever means? Show the clip from <i>Hoosiers</i> that should be used as a metaphor for inspiration to go to "war" or in the movie's case, <i>Battle on the Court</i>. https://www.youtube.com/watch?v=H5ZBOL3M6B0</p> <p>Ask students to create a Pro/Con chart for going to war with Spain. Then ask students if they were President, would they choose to go to war? EQ1</p> <p>Finish the lesson by announcing students will have a no HW night and will need to continue to think about "Who influences public opinion?"</p> <p>EQ2 // Day 12: Primary Sources Spanish-American War (PS5), One in depth study of Primary Source (HW10).</p> <p>Warmup/Stretch: Ask for students to present their articles to the class. Have several students read their articles and the rest of the class should identify the "Yellow Journalism" in each article.</p> <p>Next, provide students with PS5, which includes four primary sources on the Spanish-American War. Go over PS #2 "Sinking of the Maine" and complete the questions as guided practice. Then, in scaffolded groups, have students complete the primary source analyses in class. Go over once complete.</p> <p>Now instruct students that they will be pretending to own their own newspaper. They</p>	<p>PS5, HW10</p>
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<p>M/T</p>	<p><i>must choose an event in their own life and make it Yellow Journalism. Allow students time to begin HW10 in class.</i></p> <p>EQ2 // Day 13: War w/Spain Philippines and Cuba PPT2, Philippines and Puerto Rico on Foldable (Fold1), Brief Progression of Spanish-American War Events in Philippines timeline (HW12), HW11</p> <p>Warmup/Stretch: <i>Have students work on their Fold1, adding Cuba, Puerto Rico, and the Philippines, Spanish-American War Newspaper Articles</i></p> <p><i>Using the textbook and other resources, provide students with a timeline and require students to complete the timeline for the Spanish-American war, highlighting especially the results of the war and the lands in which America gained.</i> HW12</p> <p><i>Next, direct students to http://www.loc.gov/rr/news/topics/spanishAmWar.html#links students must read the article and then choose ONE of the suggested articles at the bottom of the page to read and analyze. All the while, students must keep in mind EQ2.</i> HW11</p>	<p>HW11, HW12</p>
<p>A/M</p>	<p>EQ3 // Day 14: Roosevelt’s Corollary: Policing the Western Hemisphere (PPT3) “Speak softly but carry a big stick” (HW13), Reading the three foreign policies (FP1), Map of America’s Possessions 1900 including Latin America (Map3)</p> <p>Stretch/Warmup: <i>Provide students with their final map of America’s possessions Map3. This map is for the end of the Spanish-American war and should include US Possessions around 1900.</i></p> <p><i>Next, ask students if they understand the word Corollary. Conduct a chalk talk to identify</i></p>	<p>HW13, Map3, PPT3, FP1</p>

<p>M/T</p>	<p><i>common themes and misunderstandings. Then lead students to understand that a Corollary is like an addition.</i></p> <p><i>Present foreign policies on PPT3. Explain that Moral Diplomacy is left out because it is simply taking a policy only on “moral” grounds.</i></p> <p><i>Provide students with FP1 and have them complete the Venn diagram in groups. Go over work as a class, and then proceed to the HW.</i></p> <p><i>Next, assign groups a paragraph of T. Roosevelt’s speech at the Minnesota Country Fair 1901. HW Questions follow.</i></p> <p>EQ3 // Day 15: Warmup Create Cartoon of Monroe Doctrine + Roosevelt’s Corollary, Group Categorizing Activity: Taft and Dollar Diplomacy & Wilson and Moral Diplomacy (Act5)</p> <p>Stretch/Warmup: <i>On a blank sheet of paper, provide students with 10 minutes to create a cartoon that explains the Monroe Doctrine PLUS the Roosevelt Corollary. Share when completed.</i></p> <p><i>Have students go over their homework and check for understanding. Instruct them to fix their Venn diagrams as needed, this worksheet will be used as notes for today.</i></p> <p><i>As an activity, students must find rationales for each of the foreign policies. Once they find rationales, then they need to uncover “cons” for each. Use Act5 worksheet.</i></p> <p><i>Go over Act5 with the class. As an exit slip, ask students which foreign policy do THEY THINK would lead to a successful imperialist campaign.</i></p> <p>EQ3</p>	<p>Act5</p>
<p>M/T</p>	<p>EQ3 // Day 16: Mock Presidential Cabinet Meeting (Act7), Study Guide for Summative Test (Study2)</p>	<p>Act7, Study2</p>

<p>M/T</p>	<p>Stretch/Warmup: Ask students what a cabinet means. Hopefully they will acknowledge that cabinets hold items. Then explain the Presidential Cabinet and who is a participant. Inform students they will be conducting a Mock Presidential Cabinet Session trying to figure out how to deal with nations under different scenarios using the three foreign policies learned.</p> <p>Distribute Act7 and have students read each scenario. Place students in groups to conduct their cabinet meetings. Be sure students complete all the questions on Act7 as it will be turned in for evaluation.</p> <p>EQ1, EQ2 & EQ3 // Day 17: Summative Test (Test1) Fold1 AND Map1-Map3 MAY BE USED ON THE TEST</p> <p>Use the Pre-Assessment as the Summative Test. Modify as needed to fit the pace, skill, and levels of your students.</p>	<p>Test1</p>
<p>M/T</p>	<p>EQ3 // Days 18-21ish: Performance Task (PTask1)</p> <p>Provide students with the PTask1, which includes the rubric.</p>	<p>Performance Task w Rubric</p>