

← Turning Points →



Pivotal Moments in Human History

Dear Parents, Teachers, and PEAKers,

You will be so impressed with the diversity and depth of the students' Turning Point topics! Each student chose an important historical event, with the help of a few partners, and began their study. They began creating Idea Webs (with before, during, and after sections) to organize their current knowledge and to find new areas to research.

We also had a dramatic activity as student partner pairs each chose a Turning Point that they both had experienced in their own lives, and created and performed a skit about it for the class. We saw skits about moving to a new home, getting a pet, welcoming a new baby sibling, learning how to read, and many, many more. The teamwork was very successful and the acting was excellent!

This week we'll begin our internet research, including proper citations of sources. Students will complete their idea webs. New this week, we'll start to talk about a major Turning Point in Montana's and Helena's history: gold mining (and later copper, silver, molybdenum, and more) in the late 1800s. This study will act as a classroom model for how to properly conduct a deep research project.

Lastly, each student will create an "avatar" representing their project topic, which will be used on a classroom timeline to track each student's progress through this unit.

This Week's Activities: Jan. 29 – Feb. 2

<p>Research: Internet I can navigate the internet and collect relevant research, including citations, with teacher guidance.</p>	<p><u>Navigating the Worldwide Web</u> - Students will begin collecting internet research. Proper citations and effective search methods will be the focal points.</p>
<p>Creativity: Elaboration (Webbing) I can expand my own ideas with minimal teacher guidance in a creative project.</p>	<p><u>Weaving an Idea Web</u> - Students will complete their idea webs to widen their studies of their new Independent Study topics.</p>
<p>Research: Internet I can navigate the internet and collect relevant research, including citations, with teacher guidance.</p>	<p><u>Mining Overview</u> - Student partner pairs will conduct research on many topics about historical mining in Montana.</p>
<p>Creativity: Aesthetic Quality I can create projects that contain my own design choices such as color, style, pattern, etc. and describe why I chose them.</p>	<p><u>Historical Avatars</u> - Students will create topic-related "avatars" that will be used to track their progress throughout this large-scale research project.</p>

Mining for Facts,

J. Slead

PEAK GT4-5: Winter/Spring 2024

January 29 Jefferson Rossiter Warren	30 Jim Darcy Kessler Central	31 Four Georgians Hawthorne	February 1 Smith Broadwater Bryant	2
5 Jefferson Rossiter Warren	6 Jim Darcy Kessler Central	7 Four Georgians Hawthorne	8 Smith Broadwater Bryant	9
12 Jefferson Rossiter Warren	13 Jim Darcy Kessler Central	14 Four Georgians Hawthorne	15 Smith Broadwater Bryant	16
19 Presidents' Day No School	20 Jim Darcy Kessler, Central Jefferson Rossiter Warren	21 Four Georgians Hawthorne	22 Smith Broadwater Bryant	23
26 Jefferson Rossiter Warren	27 Jim Darcy Kessler Central	28 Four Georgians Hawthorne	29 Smith Broadwater Bryant	March 1
4 Jefferson Rossiter Warren	5 Jim Darcy Kessler Central	6 Four Georgians Hawthorne	7 Smith Broadwater Bryant	8
11	12	13	14	15
No regular PEAK classes; PEAK staff screening in all schools				
18 Jefferson Rossiter Warren	19 Jim Darcy Kessler Central	20 Four Georgians Hawthorne	21 Smith Broadwater Bryant	22
Final Presentations. Stay tuned for details!				
25	26	27	28	29
Spring Break				