

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, February 09, 2015

Monday, February 09, 2015
Day 101

Tuesday, February 10, 2015
Day 102

Wednesday, February 11, 2015
Day 103

Thursday, February 12, 2015
Day 104

Friday, February 13, 2015
Day 105

Monday, February 09, 2015
Day 101

Tuesday, February 10, 2015
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Wednesday, February 11, 2015
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Thursday, February 12, 2015
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Day 105

Grade 8 Social Studies

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The student is expected to...
» explain the causes and effects of the U.S.-Mexican War and their impact on the United States.[8.6D]
» analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.[8.6C]
» explain the political, economic, and social roots of Manifest Destiny.[8.6B]
» identify areas that were acquired to form the United States, including the Louisiana Purchase.[8.6E]

2 DAY LESSON- FEBRUARY 9 & 10

Student Friendly Objective: Students will explain the causes and effects of the US-Mexican War and their impact on the United States by taking notes and sharing information in cooperative groups.

Warm Up: Review the stages of westward expansion by playing through the interactive map as a class on the Smart Board.

Interactive Map-
<http://www.animatedatlas.com/movie2.html>

Instructional Plan:

Place students in groups of 3 - 4 prior to beginning the lesson. Each group needs chart paper and markers.

Pass out the background essay over the Mexican American War and begin to read. On the notebook file is a slide with the vocabulary words so that students can copy those prior to reading. Be sure to point out the map and talk about the growth of the United States during this time period. Ask students to highlight or underline important information. Pre-AP classes can read and answer the questions on their own and Core classes can do this with teacher direction.

The student is expected to...
» explain the causes and effects of the U.S.-Mexican War and their impact on the United States.[8.6D]
» analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.[8.6C]
» explain the political, economic, and social roots of Manifest Destiny.[8.6B]
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Map-
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The student is expected to...
» explain the political, economic, and social roots of Manifest Destiny.[8.6B]
» analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.[8.6C]
Student Friendly Objective: Students will explain the concept of Manifest Destiny and the reasons for westward growth of the nation while sharing in cooperative groups

Warm Up: Pass out the "American Progress" by John Gast handout to students. Using the Manifest Destiny PowerPoint, lead students through a short discussion and analysis of the painting while they answer the questions on their worksheet. Use the PowerPoint to discuss the different groups represented in the painting.

Instructional Plan: Manifest Destiny Act-it-out Activity

1. Distribute the 2 halves of the "American Progress" painting graphic organizer to students.

2. Divide your class into 7 groups and assign each group one of the following: Railroad workers, Exodusters, Mormons, 49ers, Farmers, Native Americans, Cowboys

3. Give them 3 minutes to read the short description of their assigned role and why that group was heading west.

4. Tell them that they have 5 minutes to plan a short scene they will have to act out in front of the class that will show the class who they are and why they are heading west.

5. Have each group act out their scene

The student is expected to...
» identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.[8.1A]
» explain the political, economic, and social roots of Manifest Destiny.[8.6B]
» explain the causes and effects of the U.S.-Mexican War and their impact on the United States.[8.6D]
» analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.[8.6C]
Instructional Plan/Assessment:

Students will be in the computer lab working through a question packet over Manifest Destiny

The student is expected to...
» compare places and regions of the United States in terms of physical and human characteristics.[8.10B]
» apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.[8.1B]
» explain the political, economic, and social roots of Manifest Destiny.[8.6B]
» identify areas that were acquired to form the United States, including the Louisiana Purchase.[8.6E]
» share information in cooperative learning interactions.[ELP.3E]
Lesson Content Objective(s): Students will analyze the route of Lewis and Clark and the Corps of Discovery throughout the western part of the United States while playing a game in cooperative groups.

Warm-Up: Students will watch this video as an introduction to the Lewis and Clark Expedition:
<http://viewpure.com/D7vCQqpqolXw>

Teacher will explain that the Lewis and Clark Expedition is going to lead to Westward Expansion and the idea of Manifest Destiny.

Instructional Plan:
-Students will be playing a game in groups of 4-5.
-This game will go through the Lewis and Clark Expedition.
-Each group will need a game board, dice, and game pieces (place markers).
-Students will roll the dice when it's their turn. They will then move their place marker for as many places and dots they rolled. When they land on a number, they will read what is written on the corresponding card.
-Students will play all the way through the game until they reach the end of the cards.

Monday, February 09, 2015
Day 101

1. Read the driving question- Was the United States justified in going to war with Mexico? Discuss what the prompt is asking them to prove. Have them write the question at the top of their chart paper.

2. Students then create a chart on their paper to sort all the factual information about the topic. Remind them about the bucket strategy and they can use that as their chart. (show examples from the notebook file) Modify for Core by giving them the big picture categories with which they can group or bucket.

3. Students will read their documents and discuss the questions with their group- how does this document answer the question? Where do we put it on our chart? Provide enough copies for each person to read on their own, even though they will work together.

4. Once students have analyzed all their documents, they need to write a "thesis" or answer sentence on the BOTTOM of their chart. Remind them about the chicken foot strategy. (included on notebook file)

Assessment:

At the end of the activity, have students share their thesis sentences with the class and discuss to check for understanding.

Tuesday, February 10, 2015
Day 102

1. Read the driving question- Was the United States justified in going to war with Mexico? Discuss what the prompt is asking them to prove. Have them write the question at the top of their chart paper.

2. Students then create a chart on their paper to sort all the factual information about the topic. Remind them about the bucket strategy and they can use that as their chart. (show examples from the notebook file) Modify for Core by giving them the big picture categories with which they can group or bucket.

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At the end of the activity, have students share their thesis sentences with the class and discuss to check for understanding.

Wednesday, February 11, 2015
Day 103

and then have students fill out the speech bubbles with information from that scene.

6. Come up with a class definition of Manifest Destiny and add this to the top left of the painting.

7. Use the final slide of Manifest Destiny PowerPoint to check for understanding and allow students to complete speech bubbles if needed.

Assessment:

Thursday, February 12, 2015
Day 104

Friday, February 13, 2015
Day 105