

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, February 16, 2015

Monday, February 16, 2015
Day -1

Tuesday, February 17, 2015
Day 106

Wednesday, February 18, 2015
Day 107

Thursday, February 19, 2015
Day 108

Friday, February 20, 2015
Day 109

Grade 8 Social Studies

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No school-Staff Development Day

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]
 » write using newly acquired basic vocabulary and content-based grade-level vocabulary.[ELP.5B]
 » edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.[ELP.5D]
 Student Friendly Objective:
 Students will identify Westward Expansion and describe its causes and effects while writing a summary.

Instructional Plan:
 Students will participate in writing a TELPAS sample.

Assessment:
 Students will take the Manifest Destiny/Reform Quiz on Friday, Feb 20

The student is expected to...
 » identify the political, social, and economic contributions of women to American society.[8.23E]
 » describe the historical development of the abolitionist movement.[8.24A]
 » trace the development of religious freedom in the United States.[8.25A]
 » describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings.[8.25B]
 » describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States.[8.26A]
 » identify examples of American art, music, and literature that reflect society in different eras.[8.26B]
 » analyze the relationship between fine arts and continuity and change in the American way of life.[8.26C]
 » describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.[8.22B]
 » use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]

Student Friendly Objective:
 Students can describe the impact of reform movements on life in the United States while reading and writing notes.

Warm Up:
 Have students complete the Geography Challenge. Monitor students as they answer the questions and complete the map. You may want to have them work in pairs. You may wish to project the map from the Interactive Student Notebook and have students annotate it as the class

The student is expected to...
 » describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.[8.22B]
 » identify the political, social, and economic contributions of women to American society.[8.23E]
 » share information in cooperative learning interactions.[ELP.3E]
 » express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[ELP.3G]

Student Friendly Objective:
 Students can describe the impact of reform movements on life in the United States while reading and writing notes.

Warm Up:
 Hudson River School-us the attached powerpoint and note page to do a quick lesson on the school.

Instructional Plan:
 1. Have students complete the Reading Notes for Sections 2 to 6. Remind them to use the Key Content Terms where appropriate as they complete their Reading Notes. Have several volunteers share their responses, and use Guide to Reading Notes 18 to check their answers. Continued from Wed 2/18

2. Have students complete the Processing activity. Students will create a "report card" evaluating the reform movements of the period. Consider having students share their evaluations with a partner or the class.

Assessment:
 Students will take the Manifest

Student Friendly Objective:
 Students will show mastery of all Westward Expansion and Reform objectives while taking a quiz.

Warm Up:
<http://www.history.com/topics/labor/videos/the-fight-to-end-child-labor>

Instructional Plan/Assessment:

1. Students will quiz over Manifest Destiny and Reform
2. Students will begin to complete the Q3 Exam Review

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works through the map-reading questions. Destiny/Reform Quiz on Friday, Feb 20

Instructional Plan:

1. Introduce the Essential Question and have students read Section 1. Have students identify the Essential Question: To what extent did the reform movements of the mid-1800s improve life for Americans? Then have them read Section 1. Afterward, have them use information from the reading and the image that opens the Student Text to propose some possible answers to the Essential Question.

2 Have students complete the Reading Notes for Sections 2 to 6. Remind them to use the Key Content Terms where appropriate as they complete their Reading Notes. Have several volunteers share their responses, and use Guide to Reading Notes 18 to check their answers. Continue through the next day

Assessment:

Students will take the Manifest Destiny/Reform Quiz on Friday, Feb 20