

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, April 06, 2015

Monday, April 06, 2015  
Day 132

Tuesday, April 07, 2015  
Day 133

Wednesday, April 08, 2015  
Day 134

Thursday, April 09, 2015  
Day 135

Friday, April 10, 2015  
Day 136

Monday, April 06, 2015  
Day 132

Tuesday, April 07, 2015  
Day 133

Wednesday, April 08, 2015  
Day 134

Thursday, April 09, 2015  
Day 135

Friday, April 10, 2015  
Day 136

Grade 8 Social Studies

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All Semester 1 TEKS apply.  
Student Friendly Objective:  
Students will review semester one objectives while playing review games.

Warm Up:  
STAAR Review packet-Revolution Era

Instructional Plan:  
Students will rotate through review game stations of Semester 1 Content. Time the stations at around 5-8 minutes each.

Station1- Q1 Triangle Game  
Station 2- Ipad station-Quizlets from Q1  
Station 3- Q1 Pyramid Review- have each group assign one moderator  
Station 4- Q2 Memory Game  
Station 5- Ipad Station-Quizlets from Q2  
Station 6- Q2 Triangle Game  
Station 7- Q1 Memory Game  
Station 8- Semester 1 Bingo (have each group assign 1 caller)

Assessment:  
Social Studies STAAR is Tuesday, April 21

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 roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.[8.8A]  
» explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.[8.1C]  
» explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.[8.9C]  
Student Friendly Objective:  
Students will review major objectives of the Civil War Era while reading an on line magazine.

Warm Up:  
STAAR Review Packet- Revolutionary Era

Instructional Plan:  
Students will be in the computer labs using an online magazine to review key events of the Civil War.  
Students will complete a question and answer page

Assessment:  
Students will turn in the Eduzine questions for a formative grade.

The student is expected to...  
» explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.[8.4B]  
» explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.[8.8A]  
» explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.[8.20A]  
» 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]  
» analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.[8.22A]  
» evaluate the impact of the election of Hiram Rhodes Revels.[8.9B]  
» identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.[8.7D]  
Student Friendly Objective:  
Students will explain the roles of significant individuals while playing review games.

Warm-Up:  
We will be going over the Civil War Assessment from last Thursday. Students will have the opportunity to re-test on Thursday during class.  
Instructional Plan:  
STAAR Review Packet-Revolution

The student is expected to...  
» analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.[8.3B]  
» explain the reasons for the growth of representative government and institutions during the colonial period. [8.3A]  
» identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government.[8.15A]  
» 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 explain the reasons for and give examples of representative government while writing in their foldable.

Warm Up:  
STAAR Review Packet- Revolution

Instructional Plan:  
Some students will be retesting over Civil War during class time.

Other students will be working on a Representative Government foldable.

1. Pass out colored paper and teach model for the students how to fold it and cut (see attachment)  
2. Go through the notebook file and have students label the parts of the foldable  
3. Students will be using the Mastering the TEKS book to fill in information on the causes and growth of representative government. Page numbers are listed on the notebook file for them.

Assessment:

All Semester 2 TEKS apply.  
Student Friendly Objective:  
Students will review semester two objectives while playing review games.

Warm Up:  
STAAR Review packet-Revolution Era

Instructional Plan:  
Students will rotate through review game stations of Semester 2 Content. Time the stations at around 5-8 minutes each.

Station1- Q3 Triangle Game  
Station 2- Q3 and Civil War Quizlet-Ipad  
Station  
Station 3- Q4 Pictionary- put out white boards and use the Civil War matching cards for students to draw topics  
Station 4- Q3 Matching Cards  
Station 5- STAAR Review Quizlet-Ipad  
Station  
Station 6- Q4 Triangle Game

Assessment:  
Social Studies STAAR is Tuesday, April 21

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Day 132

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Agenda:

Students will be playing games to review people covered throughout the year. There are three different game stations. Divide the class into two groups and have these groups cycle through the three stations.

The Jeopardy game can be played on the iPads or the Smartboard.

The Memory/Matching game should be cut out after printed.

The Pyramid game can be displayed on the iPads or Smartboard.

Jeopardy

Game: <https://www.superteachertools.net/jeopardyx/jeopardy-review-game.php?gamefile=1427993293#.VR17sfnF-So>

Pyramid Game: Attached File

Memory/Matching Game: Attached File

Assessment:

Students will take the Social Studies STAAR on April 21

Students will take the Social Studies STAAR on April 21