

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, April 27, 2015

Monday, April 27, 2015
Day 147

Tuesday, April 28, 2015
Day 148

Wednesday, April 29, 2015
Day 149

Thursday, April 30, 2015
Day 150

Friday, May 01, 2015
Day 151

Monday, April 27, 2015
Day 147

Tuesday, April 28, 2015
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Wednesday, April 29, 2015
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Grade 8 Social Studies

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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]
- » analyze the impact of slavery on different sections of the United States. [8.7C]
- » explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. [8.17B]
- » 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 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]
- » listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment. [ELP.2F]

3 day lesson

Student Friendly Objective:
Students can identify events during the Civil War Era while listening to a video.

3 day lesson- April 23, 24,27

Instructional Plan:

Students will be watching the movie 'Glory'.

All students will turn in a signed permission to be allowed to participate. Students will complete the questions and essay as their grade for this assignment.

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]
- » describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.[8.16B]
- » evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.[8.9A]
- » demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.[ELP.2]
- » 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]

Objectives apply April 28-May1

Student Friendly Objective:
Students can evaluate the impact of Reconstruction while writing an essay.

Warmup:

Background Essay- Read aloud (see visual for definitions attached)

Process:

Model Document A analysis with the classes.

Documents B-D can be done together or independently based on the skill level of your classes.

For lower classes you could do each document "together" discussing and analyzing while leaving a few questions as you go for them to do on their own.

Pre AP classes should be very capable of

Student Friendly Objective:
Students can evaluate the impact of Reconstruction while writing an essay.
Warm Up:
Ask students to take out the documents from yesterday and finish up Documents C-D

Instructional Plan:

Allow 25-30 min for this-students who need to go back to the documents can do that later.

Using the chicken foot visual- Help students create their thesis statements. Work to help them write good sentences and to understand that a thesis statement is not a paragraph- it is one sentence to tell what they will write about later.

Explain to students that the evidence they placed on the chicken foot is what will become their "Bucket Categories". Hang up Butcher paper posters around the room marked Bucket #1, Bucket #2. Hand each student 2 small post it notes. Ask students to go to the documents and find 1 piece of evidence to back up each of the bucket categories. Tell them they need to write the letter of the document and then their evidence on the post it. Give students time to work and then go and place their post it notes on the buckets around the room. Once they are finished, lead a class discussion over the evidence. Go and read each post it and discuss if it is in the right bucket or if it needs to be moved. Stack all the ones that are the same into one stack inside the bucket.

Now students are ready to complete the Thesis and Evidence page. Based on the level of your classes you can allow to work independently or you can again model one bucket for them.

Remind them tomorrow they will write full paragraphs over their evidence.

Assessment:

The Thesis and Evidence page will be a formative grade.

Student Friendly Objective:
Students can evaluate the impact of Reconstruction while writing an essay.

Instructional Plan:
Students should continue working on their thesis and evidence page. All students need to get this CHECKED by their teacher before moving on.

Students who have had the Thesis and Evidence page checked should move on to writing their full essay.

Assessment:

Essays are due on Tuesday, May 5

Student Friendly Objective:
Students can evaluate the impact of Reconstruction while writing an essay.

Instructional Plan:
Students will continue writing their DBQ rough draft.

Students who are finished with the rough draft may find someone to Peer Edit before moving on. Once they have received the peer edit and shown the teacher their corrected rough draft they may move on to writing the final copy.

Assessment:

DBQ Essays are due Tuesday, May 5

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When the video is finished do the Reconstruction DBQ Hook.

Assessment:
Students will turn in the Glory Questions and Essay as a Formative Grade.

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doing them on their own. Before they start you can go through and do a preteach on each document but then make them do the questions on their own. This will take all class.

Students need to have finished A and B today before class ends.

Assessment:
The document analysis will be turned in for a formative grade.

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