

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, November 10, 2014

Monday, November 10, 2014  
Day 53

Tuesday, November 11, 2014  
Day 54

Wednesday, November 12, 2014  
Day 55

Thursday, November 13, 2014  
Day 56

Friday, November 14, 2014  
Day 57

## Grade 8 Social Studies

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The student is expected to...

» 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]

» 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]

» 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 will identify vocabulary for the new unit while listening and writing.

Warm Up:

1. Students will watch the video Liberty Kids: We the People. It summarizes the need for and actions of the Continental Congress.  
<http://viewpure.com/Ceb1wkSamG4>
2. Students will answer video questions as they watch which will serve as notes later.

Instructional Plan:

1. Pass out individual or paired students 1 of the 14 vocabulary cards. Have them flip it over and write synonyms and a definition for the word and then write 3 sentences they can use to teach the word to their classmates.

2. "Each One, Teach One"

- a. Round 1- "teacher" should be standing and the "learner" seated. The "teacher" teaches their term from their index card and the "learner" records the definition in their own words in their corresponding box in their matrix.

The student is expected to...

» analyze the arguments for and against ratification.[8.4E]

» describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government.[8.5A]

» explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.[8.1C]

» analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.[8.4D]

» summarize a historical event in which compromise resulted in a peaceful resolution.[8.21C]

» 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.2I]

» 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 will analyze the issues of the Constitutional Convention of 1787 while taking notes and expressing ideas and opinions.

Prior to Class: Set up the classroom to look like the Assembly Room in Independence Hall, where delegates met.

Warm Up:

Rhode Island did not send delegates to the convention. It will be represented by

Objective listed on Nov 11. 3 day lesson

Instructional Plan:  
Continue with the History Alive Constitutional Convention

Assessment:  
Ratification Poster

Objective listed on Nov 11. Last day of 3 day lesson

Instructional Plan:  
Finish the Constitutional Convention.

Assessment:  
Ratification Poster

Assessment day over Objectives from Nov 3-13

Assessment:

1. Students will take a quiz over the Articles of Confederation and Constitutional Convention  
- Modified and oral versions available.

2. Have students finish up Ratification Posters

Monday, November 10, 2014

Day 53

Switch roles. Conduct additional multiple rounds teaching original term.  
b. Round 2- after multiple times teaching their term, have them switch with their current partner and teach new term 3-4 times.  
c. Round 3 "Lightening Round"-with 5 or so minutes left in class, students may now teach any term they've learned and to multiple "students" at a time.

Assessment:

Video questions and vocabulary will both be used as formative assessment.

Tuesday, November 11, 2014

Day 54

an empty desk. Assign Students to each state. You may want to label the tables for each state prior to class. Distribute the role cards so that there are representatives from every state.

Instructional Plan:

1. Use the TCI presentation to begin explaining what we are doing in class today
  2. For slide 25- Creating a name tag- Have students create Table Tents- give them colored paper to fold and follow the directions on the slide to create. Allow 10 min at most for this.
  3. Continue with the presentation (leave out the decorating faces part)- Until you get to the introductions. Have kids stand up and practice looking their peers in the eye, shaking hands and doing the introduction listed.
  4. Continue with the presentation instructions- For reading section 4 please modify based on your classes- Read aloud with classes that need the support.
  5. Allow students to debate and give feedback on how states should be represented.
  6. Next do Section 5- again modify based on your class needs
  7. Allow time for students to debate and try to sway classmates to their side in the debate. Be sure to remind students to follow the role assigned on their cards. Continue on at the pace of your class- Lesson continues through Thursday
- Assessment:  
Ratification Poster

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