

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, January 26, 2015

Monday, January 26, 2015
Day 91

Tuesday, January 27, 2015
Day 92

Wednesday, January 28, 2015
Day 93

Thursday, January 29, 2015
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Friday, January 30, 2015
Day 95

Grade 8 Social Studies

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The student is expected to...

- » identify the economic factors that brought about rapid industrialization and urbanization.[8.13B]
- » describe the positive and negative consequences of human modification of the physical environment of the United States.[8.11B]
- » explain the reasons for the increase in factories and urbanization.[8.12C]
- » analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.[8.27C]
- » explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.[8.27D]
- » compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.[8.28A]
- » identify examples of how industrialization changed life in the United States.[8.28B]

Student Friendly Objective:
Students can explain how scientific discoveries and technological innovations have influenced daily life in America while reading and summarizing.

Warm Up:
Introduce the Presidents Song and sing a few times with students.
Show the Industrial Revolution Brain Pop <https://www.brainpop.com/socialstudies/ushistory/industrialrevolution/>

Instructional Plan:
1. Begin class by preteaching vocab: innovation, industrialization, urbanization, textiles, revolution

2. Place students in mixed ability groups of no more than 3. If you have more than 24 students do this activity with 2 sets of placards.
Give each student an Invention Chart

3. There are 8 placards so tell students

The student is expected to...

- » explain the reasons for the increase in factories and urbanization.[8.12C]
- » 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 explain the reasons for increase in factories and urbanization while mapping a city during the Industrial Revolution.

We did not finish the placards from Monday in one class- finishing those up and then doing the reading from the textbook. Did not get to the urban game in 2015

Warm Up:
Have students read Free Enterprise and Factories on pages 325-326 in the book to get them started today.

Instructional Plan:
Pass each student a copy of the Urban Game reading (class set) Explain why we are using England as an example. Each student needs a legal size sheet of paper
Put up the smart notebook file with the symbols for the activity so students can see simple ways to go draw.
Then proceed through each step as a class having students fill in their city as they go.

Assessment:
An exit ticket for today would be to have the students reflect on what they learned from the Urban Game. Give them a post it note and have them compare social and economic effects of industrialization.

The student is expected to...

- » identify examples of how industrialization changed life in the United States.[8.28B]
- » compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.[8.28A]
- » explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.[8.27D]
- » identify economic differences among different regions of the United States.[8.12A]
- » describe the positive and negative consequences of human modification of the physical environment of the United States.[8.11B]
- » analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.[8.12D]
- » 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 analyze the differences between North and South while drawing and labeling a concept map over each region.

Warm Up:

Instructional Plan:
1. Assign students into groups over each region. 4 groups for the North. 4 groups for the South.
Within those groups the students will divide up to research the Geography, Economy, Transportation and Society of the Region.
Pass out the class set of readings for each region.
Those students should write notes on the map and create a picture to represent their category.

2. Students will present their findings to

The student is expected to...

- » compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.[8.28A]
- » explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.[8.27D]
- » analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.[8.27C]
- » explain the reasons for the increase in factories and urbanization.[8.12C]
- » identify the economic factors that brought about rapid industrialization and urbanization.[8.13B]
- » 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]

Student Friendly Objective:
Students can compare the scientific discoveries and innovations that influenced daily life while summarizing and creating a project over an invention.

Instructional Plan/Assessment:
All students will use class time to work on their Industrial Revolution Project which is due Monday.

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you will give them 3-4 minutes to read a placard and then you will have them all pass at once.
You should be able to move through the entire set before the end of class. Students should be marking the map on the back of the chart with the region of each invention.

4. Conclude class by having students make predictions about how these new inventions are going to impact the economy and daily life of Americans.

Assessment:
Introduce the Industrial Revolution project today which will be a summative grade.

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the class on the smartboard and record the information so their classmates can take notes.
Teachers will clarify and correct anything necessary as they go.

Assessment:
Students will receive a formative grade for their part. Completing the notes correctly and presenting professionally to the class.

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