

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, January 19, 2015

Monday, January 19, 2015
Day -1

Tuesday, January 20, 2015
Day 87

Wednesday, January 21, 2015
Day 88

Thursday, January 22, 2015
Day 89

Friday, January 23, 2015
Day 90

Monday, January 19, 2015
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Day 90

Grade 8 Social Studies

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No School-MLK Holiday

The student is expected to...
» identify the origin of judicial review and analyze examples of congressional and presidential responses.[8.18A]
» summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.[8.18B]
» analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.[8.22A]
» write using newly acquired basic vocabulary and content-based grade-level vocabulary.[ELP.5B]
Student Friendly Objective:
Students will summarize the significance of landmark Supreme Court cases and identify the origin of Judicial Review while reading and writing.

Warm Up:
Teachers will wrap up notes over Political Parties- or optional Brain Pop over political parties

Instruction Plan- 2 day lesson

Pass each student the Landmark Supreme Court Cases packet
Have students work with their shoulder partner to read and answer questions over Marbury v Madison
Stop students and go over the answers, highlighting key points
Move on to McCulloch v Maryland- repeat
If time permits move on to Gibbons v Ogden

Assessment:
Students will complete the New Republic Quiz on Thurs

The student is expected to...
» analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.[8.22A]
» summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.[8.18B]
» use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]
» identify the origin of judicial review and analyze examples of congressional and presidential responses.[8.18A]
» write using newly acquired basic vocabulary and content-based grade-level vocabulary.[ELP.5B]

Student Friendly Objective:
Students will summarize the significance of landmark Supreme Court cases and identify the origin of Judicial Review while reading and writing.

Warm Up:
Vocabulary Review- Show alternate definitions and pictures for last week's academic vocab and have students identify the words.

Instruction Plan- 2 day lesson-continue from Tuesday

Pass each student the Landmark Supreme Court Cases packet
Have students work with their shoulder partner to read and answer questions over Marbury v Madison
Stop students and go over the answers, highlighting key points
Move on to McCulloch v Maryland- repeat
If time permits move on to Gibbons v Ogden

If time permits play a review game for Thursdays quiz- use the Republic Quizlet to review

The student is expected to...
» identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.[8.5E]
» 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]
» 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 show mastery of the New Republic objectives while reviewing major content from the unit.

Instructional Plan/Assessment:

1. Students will take the Republic Quiz- modified version available
Have students record data on ALL in bubble sheets

2. When students finish they will complete the President Tombstone Activity

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:
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
There are 8 placards so tell students 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.
Conclude class by having students make

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predictions about how these new
inventions are going to impact the
economy and daily life of Americans.

Assessment:
PreAP students will be assigned the
Industrial Revolution Project today.