

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, November 03, 2014

Monday, November 03, 2014
Day 48

Tuesday, November 04, 2014
Day 49

Wednesday, November 05, 2014
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Thursday, November 06, 2014
Day 51

Friday, November 07, 2014
Day 52

Grade 8 Social Studies

The student is expected to...

- » summarize the strengths and weaknesses of the Articles of Confederation.[8.15B]
- » demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.[ELP.4G]

For 2015- Have each pair take one Article- reword it, where does it go State or National
Use the the colonial williamsburg web site to go through the interactive lesson

Student Friendly Objective:
Students will summarize the strengths and weaknesses of the Articles of Confederation while writing notes.

Warm Up:
<http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/>
Begin class by showing the Brain Pop video on the Articles of Confederation

Instructional Plan:
1. Give each student a copy of the Articles of Confederation Graphic Organizer. Ask students what the word confederation means to them. After a brief class discussion, share the formal definition: confederation-a group of states united under a weak central government. Have students record that on their graphic organizer.

2. Give each student a copy of the Student Version of the Articles of Confederation. Introduce students to the document by reading and discussing, as a class, the preamble and first three articles. Explain that the Articles granted certain powers to the national government (introduce word-federal) while giving others to the state government. Divide students into small groups or pairs. Have half the groups read the 13 articles to find powers granted to the national government. The other half of the groups can read the 13 articles to determine

Grade 8 Social Studies

The student is expected to...

- » summarize the strengths and weaknesses of the Articles of Confederation.[8.15B]
- » 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]
- » demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.[ELP.4G]

Student Friendly Objective:
Students can explain how the Northwest Ordinance established principles for orderly expansion while writing notes.

Instructional Plan:
1. Direct Teach using the Northwest Ordinance Powerpoint and student notes. To wrap up and assess student learning- have students complete the Cartoon page questions.

2. Students will begin watching the video over Shay's Rebellion which introduces Wed. lesson
<http://viewpure.com/ZEoeK5MvEdY>

Assessment:
Thursday students will be completing an Acrostic illustrating the weaknesses of the Articles.

Grade 8 Social Studies

The student is expected to...

- » summarize the strengths and weaknesses of the Articles of Confederation.[8.15B]
- » 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]

Student Friendly Objective:
Students can identify the causes and effects of weaknesses in the Articles of Confederation while listening to a video.

Warm Up:
Go over Revolution Quiz, discuss each question and correct answer choices.

Instructional Plan:

Finish watching the Shay's Rebellion video- have students listening for the effects of the issues listed on their handouts.

<http://viewpure.com/ZEoeK5MvEdY>

When the video ends- Go over the cause and effect handout, reviewing the events of the Rebellion. Have students record effects on their handout.

Remember to put this in context- Weak government= Change is necessary

Assessment:
Thursday students will complete a Weaknesses of the Confederation chart which will include aspects of Shay's Rebellion.

Grade 8 Social Studies

The student is expected to...

- » summarize the strengths and weaknesses of the Articles of Confederation.[8.15B]
- » 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]

Grace Day- Students will be allowed a day to complete missing work and to retest on a low quiz grade.

Grade 8 Social Studies

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]
- » summarize the strengths and weaknesses of the Articles of Confederation.[8.15B]
- » 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 will summarize the weaknesses of the Articles of Confederation while collaborating with peers.

Warm Up:
Students will learn the 5 fingers of weakness for the Articles of Confederation

pinky- weak national gov

ring finger- no power to tax, no money!
add middle & create a "w"- disputes over western boundaries
Shake pointer- states started arguing
make a fist & "e"- but there is no executive branch to pound fist= to enforce the laws

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powers that were given to the state governments.

4. Reconvene class and have students share their findings. Have students record their findings on their graphic organizers. Take some time to make sure that students are putting correct information on their paper.

5. Facilitate a class discussion in which students analyze their findings, focusing on the issues and concerns of the government under the Articles. Use the following questions as a guide.

- Under the Articles of Confederation, how did the national government fund its programs?

- What did the monetary system look like?

- How were the national laws enforced?

- How were amendments to the Articles enacted?

- What was necessary to pass new laws?

- What was the role of the executive branch?

Have students record these answers on the graphic organizer.

Assessment:

On Thursday students will create and Acrostic illustrating the weaknesses of the Articles.

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Instructional Plan:

1. Place students in mixed ability pairs prior to class starting
2. Explain to students that they will be analyzing eight features of the Articles of Confederation. They will be given placards with written and visual information that explain each characteristic. They will analyze each card and record their findings on the matrix.
3. Make enough copies of the placards to have students only in pairs not large groups.
4. Time the students so that they have enough time to read the placard and record answers on the matrix- have students pass all at once.
5. Once all placards have been read and recorded, follow up by do a direct teach and clarify the answers on each.
6. Hold a class discussion where you discuss the following questions:
What were the key features of the Articles?
Why do you think the Continental Congress shaped the Articles of Confederation the way they did?
What major problems were created by the Articles?
What changes need to be made?

Assessment:

Students will complete the Spell-Out for Articles an acrostic where each sentence begins with a word that describes the weaknesses of the Articles.