

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, September 01, 2014

Monday, September 01, 2014
Day -1

Tuesday, September 02, 2014
Day 6

Wednesday, September 03, 2014
Day 7

Thursday, September 04, 2014
Day 8

Friday, September 05, 2014
Day 9

Monday, September 01, 2014

Tuesday, September 02, 2014

Wednesday, September 03, 2014

Thursday, September 04, 2014

Friday, September 05, 2014

Day -1

Day 6

Day 7

Day 8

Day 9

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

Lesson Content Objective(s):

The student is expected to...

The student is expected to...

The student is expected to...

The student is expected to...

Lesson Language Objective(s):

» 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]

» 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]

» 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]

» 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]

Instructional Plan:

» 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 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 reasons for European exploration and colonization of North America.[8.2A]

» 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]

Assessment:

» compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.[8.2B]

» 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]

» share information in cooperative learning interactions.[ELP.3E]

» share information in cooperative learning interactions.[ELP.3E]

No School- Holiday

Student Friendly Objective: Students will learn Colonization vocabulary by summarizing and drawing each word.

Student Friendly Objective: Students will explain the significance of Jamestown-1607 by taking notes and sharing information in cooperative groups.

Student Friendly Objective: Students will explain the significance of 1607, the founding of Jamestown, while sharing in cooperative groups.

Student Friendly Objective: Students can identify reasons for European colonization and explain the significance of 1607 while recalling this week's lessons.

Warmup: Brainpop video- 13 colonies Introduce our new unit.

Warmup: When students enter the room they can pick up the background essay over Jamestown and begin to read. On the notebook file is a slide with the vocabulary words so that students can copy those prior to reading. Be sure to point out the timeline and talk about what is happening around the world during this time period. Ask students to highlight or underline important information. PreAP courses can do the questions on their own and Core classes can do them with teacher direction.

Warmup: Pass out the Thinking Map- On the smartboard http://www.scholastic.com/scholastic_thanksgiving/ Model for the students the days procedure by showing them Journey on the Mayflower and filling in that part of the notes.

Assessment: Today students will be in computer labs taking a KAHOOT quiz over the week's content. Teachers will use the data from this quiz to determine areas needed to reteach next week.

Instructional Plan: Students will begin to learn our new unit vocabulary. Pass out the Unit Vocabulary Packet. For each word students will first- write a definition in their own words (definitions included on the notebook file). Then they need to write an example of the word- use it in a sentence. Then draw a picture to represent each word. Students who do not finish will need to take it home for homework.

Instructional Plan Place students in groups of 3-4 prior to beginning the lesson-Each group needs chart paper and markers 1. Read the driving question- Why did so many colonists die? Discuss what the prompt is asking them to prove. Have

Instructional Plan: Students complete corresponding section of thinking map handout as they visit each station. You will want to time them at each station so that you can keep them moving at a good pace. 5-7 minutes each.

Students who have completed the quiz may then explore the Jamestown game. <http://www.historyglobe.com/jamestown/>

Students who need extension could draw a pictoword for Cultural Diffusion (see example)

Assessment:

Daily Life (Laptop 1)- Students will explore interactive webpage to compare and contrast the daily life of the Pilgrims and Native Americans. Letter from a Pilgrim (Paper copy)- Students will read letter from a Pilgrim to examine the perspective of Pilgrims in

Monday, September 01, 2014

Day -1

Tuesday, September 02, 2014

Day 6

All students will take a KAHOOT quiz over the material on Friday.

Wednesday, September 03, 2014

Day 7

them write the question at the top of their chart paper.
2. Students then create a chart on their paper to sort all the factual information about the topic. Remind them about the bucket strategy and they can use that as their "chart". (show examples from the notebook file") Modify for Core by giving them the big picture categories with which they can group or bucket.
3. Students will read their documents and discuss the questions with their group-how does this document answer the question? Where do we put it on our chart? Provide enough copies for each person to read on their own, even though they will work together.
4. Once students have analyzed all their documents, they need to write a "thesis" or answer sentence on the BOTTOM of their chart. Remind them about the chicken foot strategy. (included on notebook file)

Assessment:

If time permits have students share their thesis sentences. Teachers can take a formative grade today on the chart. Students will be quizzed over the content on Friday.

Thursday, September 04, 2014

Day 8

Plymouth.
Letter from a Wampanoag (Paper copy)-
Students will read letter from a Wampanoag to examine the perspective of Native Americans in Plymouth.
Thanksgiving Brainpop (Laptop 2)-
Students will view Brainpop video to investigate the history of the first Thanksgiving.
Tour the Ship (Laptop 3)-
Students will explore the features of the Mayflower through a digital interactive tour of the ship.

For larger classes teachers could use their teacher computer and the smartboard to repeat some stations so you can have less students per group.

Assessment:

All students will quiz over this content on Friday.

Friday, September 05, 2014

Day 9