

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, September 15, 2014

Monday, September 15, 2014
Day 15

Tuesday, September 16, 2014
Day 16

Wednesday, September 17, 2014
Day 17

Thursday, September 18, 2014
Day 18

Friday, September 19, 2014
Day 19

Grade 8 Social Studies

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The student is expected to...
 » 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]
 » 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 identify religious revivals such as the Great Awakening while taking notes.

Warmup:
 Have students take out their 13 Colonies Map from Friday and continue working. Set a time limit for this.

Instructional Plan:
 Teachers will use the powerpoint slides to introduce facts about the Great Awakening. Students will fill in the blanks on their note page.
 Students will then be introduced to the categories for classifying Effects of the Great Awakening. Teachers will explain the terms Religious, Education, or Politics. Students will classify each effect as R, E, or P.

Teachers will go over the answers and discuss differences of opinion.

Assessment:
 Maps will be taken up for a grade. Quiz Friday over Great Awakening.

The student is expected to...
 » explain the reasons for the growth of representative government and institutions during the colonial period.[8.3A]
 » identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government.[8.15A]
 » analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.[8.3B]
 » describe how religion and virtue contributed to the growth of representative government in the American colonies.[8.3C]

Student Friendly Objective:
 Students can identify the influence of ideas from historic documents and assemblies on the growth of representative government by listening and writing a summary of each.

Recap of last week's quiz- reteach and address issues

Warmup:
 Start with the video clip on Enlightenment thinkers. Discuss their influence and the time period involved. Connect to yesterday's lesson on the Great Awakening.
 Option to write a short summary of this at the top of today's note page.

Instructional Plan:
 Teachers will guide students through a note taking lesson on representative government.
<http://www.livebinders.com/play/play/1486234> - this is also linked by tapping the cartoon on the notebook file.

Using the livebinder (video collection) and the summary of each (smartnotebook file) Teachers will lead students in discussion over each and help students begin to summarize on the graphic organizer.

The student is expected to...
 » explain the reasons for the growth of representative government and institutions during the colonial period.[8.3A]
 » identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government.[8.15A]
 » 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]
 » analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.[8.3B]
 » describe how religion and virtue contributed to the growth of representative government in the American colonies.[8.3C]
 » use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]
 » explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.[8.20A]

Student Friendly Objective:
 Students can identify the influence of ideas from historic documents and individuals on the growth of representative government by sorting and comparing each.

Warmup:
 Put up the slide with the explanations of each icon. Pass out the Graphic Organizer
 Have students work with their shoulder partner to cut and paste the icons that fit each type of rep. gov. Then go back and discuss the answers. This is a check of their knowledge from Tuesday. (still on

The student is expected to...
 » explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.[8.12B]
 » identify reasons for European exploration and colonization of North America.[8.2A]
 » internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.[ELP.1E]
 » compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.[8.2B]
 » identify economic differences among different regions of the United States.[8.12A]

Student Friendly Objective:
 Students will analyze the effect of the Triangular Trade System and Mercantilism on the American colonists by summarizing information and illustrating on a map.

Warm-Up:
 Students will watch 2 minute clip on the Triangular Trade Routes. This clip will serve as an introduction to the topic and provide visuals.

Instructional Plan:
 Students will need the Triangular Trade Notes Sheet and the Mercantilism Notes Sheet.
 Teachers will use the accompanying PowerPoint as a guided instruction tool with students.
 Triangular Trade Notes:
 -Students will define the words Import and Export.
 -Teachers will put the interactive map on the SmartBoard. Students will use this map and the reading on the left side of the sheet to fill in the graphic organizer.
 -Students will then label the map on the back using the interactive map and the reading on the left side of the sheet.
 Mercantilism Notes:
 -Teachers can choose to read the passage as a class or have students read alone. Students need to underline/highlight important information as they are reading the passage.

Student Friendly Objective:
 Students will analyze the importance of representative government while recalling this week's lessons.

Assessment:
 Students will quiz over this week's content. Modified quiz provided.

Instructional Plan:
 Road to Revolution Vocabulary
 Students will match the word to the definition and then find the picture that it matches. Once they find the picture, they should write a complete sentence using the vocabulary word.

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Tuesday, September 16, 2014
Day 16

Differentiated instruction- have PreAP students analyze the primary source quotes located at the end of the smartnotebook file. Attached is a separate analysis page they can use.

Assessment:

Students will use information from their graphic organizers Wednesday in class to check their understanding. Quiz Friday.

Wednesday, September 17, 2014
Day 17

notebook file for images)

Instructional Plan:

Pass out the Information on Significant Colonial People-

Have students read and then highlight or underline 3-4 facts they find most important for each.

Then put students in groups of 3-4

Pass each group an index card with the name of a colonial figure.

The group then has 5-10 minutes to create a Living Statue over their figure (see instruction on notebook file)

They can use props, but no movement and no words. Encourage them to practice their pose.

All group members must be IN the pose.

Tell them that if they do a good job their class will KNOW who they are, it is not trying to trick their classmates.

Call time and have all students sit down.

Invite a group up to hold their pose.

FREEZE

The class should then try to guess who they are representing.

Encourage the students to talk about what they see before guessing.

They may use their notes to help them if they are all stuck.

Go through all the groups.

If you have a small class assign groups more than 1 figure to represent.

Assessment:

Quiz Friday

Thursday, September 18, 2014
Day 18

-Students will then answer the questions about Mercantilism. Teachers can do this as a class or have students do the questions on their own.

-Classes will discuss their answers with their partners and then as a whole class.

-Teachers will then go over the handout on the back. Students should be underlining/highlighting important information.

If there is extra time, students will watch the Economy of the New England Colonies video clip.

Extension:

-Classes that require an extension will read to primary sources on the Trans-Atlantic Slave Trade. One source is from a slave's perspective and the other source is from a reverend trying to stop the slave trade.

-These articles can be read together as a class and then teachers can have a class discussion on the different perspectives.

-Ask students to compare and contrast the two sources. What do the two perspectives have in common and how are they different?

-Have students consider the conditions on slave ships.

Interactive

Map: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html

Friday, September 19, 2014
Day 19