

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, September 22, 2014

Monday, September 22, 2014  
Day 20

Tuesday, September 23, 2014  
Day 21

Wednesday, September 24, 2014  
Day 22

Thursday, September 25, 2014  
Day 23

Friday, September 26, 2014  
Day 24

Grade 8 Social Studies

The student is expected to...  
 » analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War. [8.4A]  
 » 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 can analyze how the British economic policies following the French and Indian War cause the American Revolution while drawing scenes from the war.

Warmup:  
 BrainPop-French and Indian War

Instructional Plan:

As a class or in partners, students will read the French & Indian War background information handout. Encourage students to highlight or underline main ideas and briefly discuss as a class to check for understanding.

Using the textbook pages 130-136 and background information handout, students will complete the French & Indian War comic strip handout by illustrating and writing about the causes, major events, and effects of the war in sequence.

Assessment:  
 Take up the comic strip for a formative grade.

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]

» analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War. [8.4A]

» explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.[8.4B]

» analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.[8.20C]

» 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]

Student Friendly Objective:  
 Students can analyze the causes of the American Revolution while sharing in cooperative learning interactions.

Prior to the day's lesson put desk into groups of 3.

Instructional Plan: Day 2

Pass out the Colonial Unrest Chart to each student.

Students will work with their group to read 1 placard at a time- there are 9 total so you need to set a time limit (5-10 min) and have them pass all at the same time. The students will read their placard and look at the picture. On the chart they will record "What happened" by summarizing the key points of the placard.

Students will then rank each placard on the Unrest O Meter. Explain prior to starting that the ranking is from 1- 10. 1 being it bothered the colonist very little, to 10 it was a huge issue and colonists were very upset. Explain to them that as they go farther into the activity they will need to compare the events to pick a rating. Was this event better or worse than the others we have read?

Last for each placard they need to justify their rating. Why do they think it deserves a 1 or a 5 or a 10?

Once all placards are complete, lead students in a discussion about their ratings. What was the highest, why?

The student is expected to...  
 » explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.[8.4B]  
 » share information in cooperative learning interactions.[ELP.3E]

Note for 2015- left Patrick Henry off the placards-please add

Student Friendly Objective:  
 Students can explain the role of significant individuals during the American Revolution and identify their perspective while sharing in cooperative learning interactions.

Warmup:  
 Perspective Lesson- Discuss with the students the meaning of the word Perspective and go over the Perspectives of each side in the War. (illustration in the smartnotebook file)

Have students stay in the same groupings from the previous lesson.

Instructional Plan:  
 Give each group a copy of their person (perspective they represent)  
 Give them a few minutes to read the background information and talk about their perspective.  
 Tell them that we will have 3 events for them to voice an opinion and provide perspective on. So each person in their group will be responsible for speaking up and providing their perspective one time during this lesson.

Begin by having each group "introduce themselves" and explain who they represent.

Present the first event-Boston Massacre- be sure to provide input and information to the students.

(illustration and video links in smartnotebook file)

Allow 3-5 minutes for students to discuss

The student is expected to...  
 » analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War. [8.4A]

» narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.[ELP.5G]

» edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. [ELP.5D]

Student Friendly Objective:  
 Students can analyze the causes of the American Revolution while summarizing the perspective of a loyalist or patriot.

Assessment:  
 Students will choose one of the 3 events from yesterday's lesson to demonstrate their understanding of perspectives on the colonial rebellion.

Students will complete the prewriting page with their seatmate- be sure to discuss with them that they need to use the prior knowledge from this week to help them remember and write a perspective from BOTH sides of the issue.

Then each student need to choose one of the perspectives from which to write their editorial. Pass out the requirements for the editorial and explain to students that this will be a summative grade. They need to write a rough draft and are encouraged to have someone read and edit prior to their final copy.

Friday will be prewriting and rough draft, Monday will be final copy. After Monday students will have until Tuesday to complete their writing on their own time and turn it in.

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Warmup:

School policies letter

Instructional Plan: Will take 2 days  
Pass out the Colonial Unrest Chart to each student.  
Students will work with their group to read 1 placard at a time- there are 9 total so you need to set a time limit (5-10 min) and have them pass all at the same time. The students will read their placard and look at the picture. On the chart they will record "What happened" by summarizing the key points of the placard.

Students will then rank each placard on the Unrest O Meter. Explain prior to starting that the ranking is from 1- 10. 1 being it bothered the colonist very little, to 10 it was a huge issue and colonists were very upset. Explain to them that as they go farther into the activity they will need to compare the events to pick a rating. Was this event better or worse than the others we have read?

Last for each placard they need to justify their rating. Why do they think it deserves a 1 or a 5 or a 10?

Once all placards are complete, lead students in a discussion about their ratings. What was the highest, why?

their perspective in their group.  
Then presenters will speak up and tell the class their opinion. Students will record data on their perspectives chart.

Repeat this process for Boston Tea Party and Tarring and Feathering.

Wrap up by discussing the perspectives. Stress the differences between British Loyalists and Patriots.

Assessment:

Students will write an editorial piece from a loyalist or patriot perspective.