

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, September 29, 2014

Monday, September 29, 2014
Day 25

Tuesday, September 30, 2014
Day 26

Wednesday, October 01, 2014
Day 27

Thursday, October 02, 2014
Day 28

Friday, October 03, 2014
Day 29

Monday, September 29, 2014

Day 25

Tuesday, September 30, 2014

Day 26

Wednesday, October 01, 2014

Day 27

Thursday, October 02, 2014

Day 28

Friday, October 03, 2014

Day 29

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

Grade 8 Social Studies

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

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 rouch 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.

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]
- » 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]
- » 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]
- » use prior knowledge and experiences to understand meanings in English.[ELP.1A]

Pass out the Quarter 1 Exam Review-Due Friday.

Student Friendly Objective: Students will analyze the justification for American independence by interpreting excerpts from Common Sense by Thomas Paine and retelling their interpretations to other students.

Warm-Up:
Students will watch a clip with a short biography of Thomas Paine and a brief overview of Common Sense.
Thomas Paine-Common Sense: <http://viewpure.com/ZfkBy4HV0IM>

Instructional Plan:
-Students need to be placed in groups of 3 prior to the lesson.
-Students will be analyzing a primary source- Common Sense by Thomas Paine.
-All students will need the Matrix of Excerpts from Common Sense handout.

Student Friendly Objective:
Students will review all objectives from this quarter while answering their test review questions.

Instructional Plan:
Students will work on the Quarter 1 Test Review. Students will work silently to answer the review packet questions using their textbooks and class notes from this quarter.

Assessment:
At the end of this week, students will check their answers and correct any misinformation on their review.
QCA will be Tuesday, Oct. 7

Student Friendly Objective:
Students will review all objectives from this quarter while answering their test review questions.

Instructional Plan:
Students reviews are due today in class. Teachers will lead the class through correcting and understanding the answers on the Test Review.
Classes can then play the Pyramid Game or work on the Q1 Crossword Puzzle.

Assessment:
At the end of this week, students will check their answers and correct any mis information on their review.
QCA will be Tuesday, Oct. 7

Bullying Presentation-Library Led by Grade Level Counselors

Monday, September 29, 2014
Day 25

Tuesday, September 30, 2014
Day 26

Wednesday, October 01, 2014
Day 27

Thursday, October 02, 2014
Day 28

Friday, October 03, 2014
Day 29

- Each table group will need a copy of the Excerpts from Common Sense.
- Students will analyze the excerpts and fill in the information on the handout. They need to interpret the excerpt and rewrite in their own words.
- When groups finishing filling out the matrix, they will be assigned one of the 6 excerpts.
- Their group will create a skit or freeze frame of their interpretation of their assigned excerpt.
- Students will present their skits or freeze frames to the class.

Assessment:
Students will be taking their Quarter 1 CUA the following Tuesday.