

Lesson Plans for Lindsay Ferrell, Evans Middle School

Week of Monday, October 13, 2014

Monday, October 13, 2014
Day -1

Tuesday, October 14, 2014
Day 35

Wednesday, October 15, 2014
Day 36

Thursday, October 16, 2014
Day 37

Friday, October 17, 2014
Day 38

Monday, October 13, 2014
Day -1

Tuesday, October 14, 2014
Day 35

Wednesday, October 15, 2014
Day 36

Thursday, October 16, 2014
Day 37

Friday, October 17, 2014
Day 38

Grade 8 Social Studies

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Student Holiday-Teacher Staff
Development

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]
» share information in cooperative learning interactions.[ELP.3E]
Student Friendly Objective:
Students will analyze the causes of the American Revolution while sharing in cooperative groups.

Warm Up:
(to prepare have some fun War/Revolution music set up)
Place students in groups of 3-4 (or do shoulder pairs).
Students will answer questions about whether or not it is okay to fight- get their brains ready to think about the topic of Revolution.
Silent Debate-
Give each group 1 question- explain that they will not talk at all while the music plays. They should just answer the question. They cannot just say yes or no.
Explain that working silently allows them think time and also keeps them from talking while someone else is talking.
Next pass the question to another group and repeat. This group can now either respond to what other students have written or they can just write their own opinion.
Repeat to finish the final question.
Post these in your room later so that students can read responses.

Instructional Plan:
Teachers will do direct teach over the Political Cartoon Lesson (see notebook file attached)
Explain the purpose and techniques used in political cartoons
Next go through and talk about and analyze the cartoons from this era (teacher notes included)
Finally- pass out the Cartoon Analysis sheet and have students analyze the Join or Die Cartoon.

Differentiate by allowing PreAP more independence while they work on the

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8th graders will take the Readistep assessment from 9-11:30

Student Friendly Objective:
Students will analyze causes of the American Revolution while drawing a political cartoon.

Instructional Plan/Assessment:
Students will create a political cartoon over the Causes of the Revolution.
Students will refer to the previous day's lesson to include Symbolism, Color and Caption
Rubric Provided.

Assessment:
Cartoons will count as 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]
» explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.[8.4C]
» 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]
» 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.2J]

Student Friendly Objective:
Students will understand the Declaration of Independence by identifying main ideas and comparing the original text to modern day wording.

Warm Up:
Students will preview the issues surrounding the Declaration of Independence by viewing the "John Adams" video clip. Briefly discuss major points in the clip as a class.

Instructional Plan:
Pass out copies of the Declaration of Independence to students or use the textbook page 166-169. Students will skim

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» explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.[8.4C]
» identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.[8.15C]
» 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]
» understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.[ELP.2G]
» express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[ELP.3G]

Student Friendly Objective:
Students will demonstrate their knowledge of the reasons for the Declaration of Independence by writing a "break-up letter" to Great Britain/King George III.

Warm up:
Watch the "Apologize" parody video clip to engage students and introduce today's content.

Monday, October 13, 2014
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Tuesday, October 14, 2014
Day 35

analysis

Assessment:
The cartoon analysis sheet can be taken up for a formative grade.

Wednesday, October 15, 2014
Day 36

Thursday, October 16, 2014
Day 37

over the text, highlighting important concepts. Lead students in a short discussion to examine the key ideas found in the Declaration of Independence. Discussion questions may include: 1) Which British offense do you think was the worst? Why? 2) Why did colonists object to the Quartering Act? 3) How do people today give consent to taxation? 4) Why did the colonists at first attempt to solve the dispute (through petitions) and remain loyal? 5) What signers do you recognize? (Other possible discussion questions found on pages 166-169 in textbook)

Students will work with a partner to analyze excerpts from the Declaration of Independence and compare them to modern-day text. Students will read an excerpt from the actual Declaration of Independence and match it to a similar excerpt written in modern language by cutting/pasting or writing the modern excerpt on their graphic organizer.

Extension activity- Students will work with a partner to complete the Declaration of Independence scavenger hunt activity.

Friday, October 17, 2014
Day 38

Instructional Plan:
Pass out the Declaration of Independence break-up letter instructions and review the directions as a class.

Students will write a "break-up letter" to Great Britain and King George III in which they will summarize the grievances of the colonists and rewrite the main ideas of the Declaration of Independence in their own words. A rubric will be provided.

Assessment:
This assignment will be taken up for a formative grade.