

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, October 20, 2014

Monday, October 20, 2014  
Day 39

Tuesday, October 21, 2014  
Day 40

Wednesday, October 22, 2014  
Day 41

Thursday, October 23, 2014  
Day 42

Friday, October 24, 2014  
Day 43

Monday, October 20, 2014  
Day 39

Tuesday, October 21, 2014  
Day 40

Wednesday, October 22, 2014  
Day 41

Thursday, October 23, 2014  
Day 42

Friday, October 24, 2014  
Day 43

Grade 8 Social Studies

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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]  
» analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.[8.23D]  
» identify the political, social, and economic contributions of women to American society.[8.23E]  
» 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]  
» 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]  
2 day lesson- Monday and Tuesday

Student Friendly Objective:  
Students can explain the roles played by significant individuals during the Revolution while summarizing the main of contributions of each person.

Instructional Plan:

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

1. Pass out the American Revolutionaries chart to each student.
2. Student will work with their group to read 1 placard at a time- There are 16 total. Set a time limit and have students pass all at the same time.
3. The students will read the information on

2 day lesson- Monday and Tuesday-TEKS listed on Mon 10/20  
  
Student Friendly Objective:  
Students can explain the roles played by significant individuals during the Revolution while summarizing the main of contributions of each person.  
  
Instructional Plan:  
  
Prior to the day's lesson, put desks into groups of 3.  
  
1. Pass out the American Revolutionaries chart to each student.  
2. Student will work with their group to read 1 placard at a time- There are 16 total. Set a time limit and have students pass all at the same time.  
3. The students will read the information on their placard. On the chart, they will record the significance of each individual by summarizing the key points on the placard.  
  
Once all placards are complete, lead students in a discussion about the significance of the individuals and check for understanding.

The student is expected to...  
» 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]  
» listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.[ELP.2F]  
» share information in cooperative learning interactions.[ELP.3E]  
3 day lesson-Wed, Thurs, Fri  
  
Prior to the lesson-print the QR placards to hang around the room  
Put students in groups of 3-4 based on class size.  
Pick up Ipads for your class.  
  
Student Friendly Objective:  
Students can explain the issues surrounding important events of the Revolution while sharing information in groups.  
  
Instructional Plan:  
Students will first need to use the book to label the map of the Battles of the Revolution. pp179, 181, 193 -Or teachers can project a map on the smartboard. Groups will work at their own pace to scan the QR code for each battle. The QR code will send them to a link that has a video and summary of each battle. Groups will work to fill in the chart about the key people and events in each battle. This will take a few days time.

On the third day teachers will do a short direct teach where they go through and summarize or correct information for students. Students will be able to add to or correct misinformation on their charts.  
  
Assessment:  
Students will complete the postcard assignment over their assigned battle.

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