Lesson Plans

R. Stafford

7/8 grade

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| Week of:  April 13-17 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | **Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.**  **SPI/CCS:**  **7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments. (C, H, P)**  **7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)**  **Focus Questions:**  **How did Martin Luther lead a reformation against the catholic church?**  **What were indulgences and why did they become controversial?**  **What is Calvinism?**  **What were John Calvin’s basic beliefs about God’s will?**  **What were Protestants and Catholics? How are they alike/different?**  **What did the Council of Trent accomplish?**  **What was the Counter-Reformation?**  **Why was Mary I known as “Bloody Mary”?**  **Agenda:**   * **Review Reformation** * **Ch. 20 vocabulary**   **HW: Review for test** | Objective:  Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union.  Students analyze how from the late 18th century to the eve of the Civil War, more than a million slaves were moved from the Eastern Seaboard to the Deep South, where many labored in the sugar and cotton fields. This vast internal slave trade, which often tore slave families apart, was the South's second largest enterprise; only the plantation system itself surpassed it in size.  Focus Question:  How did geography, economics, and land boundaries in the North and South of the Civil War lead to over-rated perceptions of victory?  SPI/CCS:  8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists.  8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction.  8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country.  8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County.  8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.  8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow.  8.78 Describe African- American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville.  8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.  8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:• Anaconda Plan • First Battle of Bull Run • Fort Henry and Fort Donelson • Shiloh • Antietam• Stones River • Fredericksburg • Chancellorsville • Gettysburg • Vicksburg • Chickamauga • Lookout Mountain • Franklin • Nashville • Sherman’s “March to the Sea” • Appomattox Court House  8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South.  Agenda:   * Introduce Ch. 16 * 16-1 Notes * Video Clip * Review   HW: Complete 16-1 Focus Questions | **Learning Goals:**  1. Students will be able to read and comprehend a poem in order to grasp the meaning of different poetry concepts, including figurative meaning, connotative meaning, repetition, etc.  2. Students will be able to understand why a poem was written in a certain form and how that form has an effect on the content.  3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.  4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.  **CCSS:**  RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Agenda:**  -D.G.P.  -Go over D.G.P.  - TCAP Review  - Acrostic Poem Activity  - Make-up organization time.  **Homework:**  -Grade Reports were Issued Thursday, April 9. The only way to submit missing work is to have it staples to a the signed grade report. | **Activity:**  **Scope Magazine: March 2015 issue**  **Skills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text** |
| Tuesday | **Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.**  **SPI/CCS:**  **7.53**  **7.55**  **Focus Questions:**  **How did Martin Luther lead a reformation against the catholic church?**  **What were indulgences and why did they become controversial?**  **What is Calvinism?**  **What were John Calvin’s basic beliefs about God’s will?**  **What were Protestants and Catholics? How are they alike/different?**  **What did the Council of Trent accomplish?**  **What was the Counter-Reformation?**  **Why was Mary I known as “Bloody Mary”?**  **Agenda:**   * **Review Reformation** * **Ch. 20 vocabulary**   **HW: Review chapter 20 vocabulary** | Objective:  Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union.  Students analyze how from the late 18th century to the eve of the Civil War, more than a million slaves were moved from the Eastern Seaboard to the Deep South, where many labored in the sugar and cotton fields. This vast internal slave trade, which often tore slave families apart, was the South's second largest enterprise; only the plantation system itself surpassed it in size.  SPI/CCS:  8.72  8.73  8.74  8.75.  8.76  8.77  8.78  8.79  8.80  8.81  Focus Question:  How did geography, economics, and land boundaries in the North and South of the Civil War lead to over-rated perceptions of victory?  Agenda:   * 16-2 * Video Clip * Focus Questions   HW: Complete 16-2 Key Questions | **Learning Goals:**  LG1, LG2, LG3, and LG4.  **CCSS:**  RL.7.4  RI.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Discuss and review example of concrete poetry.  -Practice writing concrete poetry (add to poetry notes packet).  **Homework:**  -Finish concrete poem. | **Activity:**  **Scope Magazine: March 2015 issue**  **Skills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text** |
| Wednesday | Objective: Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.  SPI/CCS:  7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)  7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)  7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)  7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles- Louis Montesquieu. (C, H  7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers  Focus Question (Ch. 20)   * How did the Scientific Revolution lay the groundwork for the expanding ideas in philosophy, political and governmental theories, social unrest, etc. that came with the fulfillment of the Enlightenment?   Agenda:   * Introduce Ch. 20 * 20-1 notes * Key Questions   HW: Complete Key Questions | Objective:  Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union.  Students analyze how from the late 18th century to the eve of the Civil War, more than a million slaves were moved from the Eastern Seaboard to the Deep South, where many labored in the sugar and cotton fields. This vast internal slave trade, which often tore slave families apart, was the South's second largest enterprise; only the plantation system itself surpassed it in size.  SPI/CCS:  8.72  8.73  8.74  8.75.  8.76  8.77  8.78  8.79  8.80  8.81  Focus Question:  How did geography, economics, and land boundaries in the North and South of the Civil War lead to over-rated perceptions of victory?  Agenda:   * 16-3 * Video Clip * Focus Questions   HW: Complete Key Questions Study for Mid-Chapter Quiz | LG1, LG2, LG3, and LG4.  **CCSS:**  RL.7.4  RI.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Poetry café.  -Discuss and review example of haiku poetry.  -Practice writing haiku poetry in cooperative learning groups (add to poetry packet).  **Homework:**  Finish haiku poem. | **Activity:**  **Scope Magazine: March 2015 issue**  **Skills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text** |
| Thursday | Objective: Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.  SPI/CCS:  7.59  7.60  7.61 P)  7.62  7.63   * How did the Scientific Revolution lay the groundwork for the expanding ideas in philosophy, political and governmental theories, social unrest, etc. that came with the fulfillment of the Enlightenment?   Agenda:   * Review Notes * Mercantilism Article   HW: Complete Key Questions | Objective:  Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union.  Students analyze how from the late 18th century to the eve of the Civil War, more than a million slaves were moved from the Eastern Seaboard to the Deep South, where many labored in the sugar and cotton fields. This vast internal slave trade, which often tore slave families apart, was the South's second largest enterprise; only the plantation system itself surpassed it in size.  SPI/CCS:  8.72  8.73  8.74  8.75.  8.76  8.77  8.78  8.79  8.80  8.81  Focus Question:  How did geography, economics, and land boundaries in the North and South of the Civil War lead to over-rated perceptions of victory?  Agenda:   * Review sections 1-3 * Mid-Chapter Quiz * Close Read: “Cross Dressers of the Civil War”   HW: Complete Key Questions | **Learning Goal:**  LG1, LG2, LG3, and LG4.  **CCSS:**  RL.7.4  RI.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Poetry café.  -Discuss and review example of persona poetry.  -Practice writing persona poetry individually (add to poetry packet).  **Homework:**  -Finish persona poem. | **Activity:**  **Scope Magazine: March 2015 issue**  **Skills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text** |
| Friday | Objective: Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.  SPI/CCS:  7.59  7.60  7.61  7.62  7.63  How did the Scientific Revolution lay the groundwork for the expanding ideas in philosophy, political and governmental theories, social unrest, etc. that came with the fulfillment of the Enlightenment?  Agenda:   * Complete Mercantilism Article * 20-2 notes * Key Questions   HW: Complete Key Questions | Objective:  Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union.  Students analyze how from the late 18th century to the eve of the Civil War, more than a million slaves were moved from the Eastern Seaboard to the Deep South, where many labored in the sugar and cotton fields. This vast internal slave trade, which often tore slave families apart, was the South's second largest enterprise; only the plantation system itself surpassed it in size.  SPI/CCS:  8.72  8.73  8.74  8.75.  8.76  8.77  8.78  8.79  8.80  8.81  Focus Question:  How did geography, economics, and land boundaries in the North and South of the Civil War lead to over-rated perceptions of victory?  Agenda:   * 16-4 * Video Clip * Activity: Civil War Medicine * Focus Questions 16-4   HW: Complete Focus Questions 16-4 | **Learning Goal:**  LG1, LG2, LG3, and LG4.  **CCSS:**  RL.7.4  RI.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -TCAP review text.  -Poetry café.  -Discuss and review Shakespearean Sonnet.  -Practice writing Shakespearean sonnet individually (add to poetry packet).  **Homework:**  -Finish writing Shakespearean Sonnet. | **Activity:**  **Scope Magazine: March 2015 issue**  **Skills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text** |
| Projected  Assessments/  Additional Notes | Projected CH. 20 Assessments   * Mid-Chapter Quiz: Wednesday, April 22 * Vocabulary Quiz: Friday, April 24 * Chapter 20 Assessment: Monday, April 27 | Projected Ch. 16 Assessments:   * Mid-Chapter Quiz: Thursday, April 16 * Vocabulary Quiz: Wednesday, April 22 * Civil War Assessment: Friday, April 24 |  |  |