Lesson Plans

R. Stafford

7/8 grade

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| **Week of:****April 20-24** | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| **Monday** | **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:*** **Review CH. 20, Section 2**

**HW: Review vocabulary and notes** | **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 BullRun • 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:*** **Review 16-4 focus questions**
* **16-5 notes**
* **Video Clip**
* **Review**

**HW: Complete 16-5 Focus Questions** | **Objectives:****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.****-D.G.P. Quiz 16.****-Go over Persona Poetry.****-Personal Poetry writing time.****Homework:** **-Finish writing persona poem.** | **Scope Magazine 2015****“Toys of Terror”****Skill: Developing an argument*** **Vocabulary**
* **Reading/Discussing**
* **Close-Reading Questions**
* **Critical Thinking**
* **Developing an Argument**
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| **Tuesday** | **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**
* **Notes 20-3**

**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:*** **Primary Source Analysis**

**HW: Study for vocab. quiz** | **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.****-Go over Shakespearean Sonnet poetry.****-Shakespearean Sonnet writing time.****Homework:** **-Finish writing Shakespearean Sonnet.** | **Scope Magazine 2015****“Toys of Terror”****Skill: Developing an argument*** **Vocabulary**
* **Reading/Discussing**
* **Close-Reading Questions**
* **Critical Thinking**
* **Developing an Argument**
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| **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** **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:*** **Vocabulary Quiz**
* **Begin study guide**

**HW: work on study guide****Review NOtes** | **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.****-Shakespearean Sonnet Poetry Café.** **-Review for Unit 4 Poetry Examination (Jeopardy).****Homework:****-STUDY FOR EXAM.** | **Scope Magazine 2015****“The Newsies: How a Group of Kids Fought for Their Rights”****Skill: Making connections****Essential Questions:**1. **What’s the difference between a right and a privilege?**
2. **Should kids have jobs?**
3. **What defines out right?**

**Activities:*** **Video**
* **Introduce Key Idea**
* **Vocabulary**
* **Reading the play**
* **Close-Read questions**
* **Critical thinking questions**
* **Skill Building: Making Connections**
* **Writing about the Essential Questions**
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| **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:*** **Complete Student Notes Activity**

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* **Discuss key concepts**
* **Writing assignment**

**HW: Study for Civil War Test** | **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.****-Unit 4 Poetry Examination.****-Extension: TCAP review.****Homework:** | **Skill: Making connections****Essential Questions:**1. **What’s the difference between a right and a privilege?**
2. **Should kids have jobs?**
3. **What defines out right?**

**Activities:*** **Video**
* **Introduce Key Idea**
* **Vocabulary**
* **Reading the play**
* **Close-Read questions**
* **Critical thinking questions**
* **Skill Building: Making Connections**

**Writing about the Essential Questions** |
| **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 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:*** **Chapter Quiz**
* **Review Student Notes Activity**

**HW: Prepare for assessment** | **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:*** **Civil War Assessment**
* **Begin Reconstruction key terms and people**

**HW: Have a Great Weekend!** | **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.****- DCP 15/16 Quiz****-TCAP review practice exam.****Homework:** **-REST and MENTALLY PREPARE FOR TCAP.** | **Skill: Making connections****Essential Questions:**1. **What’s the difference between a right and a privilege?**
2. **Should kids have jobs?**
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**Activities:*** **Video**
* **Introduce Key Idea**
* **Vocabulary**
* **Reading the play**
* **Close-Read questions**
* **Critical thinking questions**
* **Skill Building: Making Connections**

**Writing about the Essential Questions** |
| **Projected** **Assessments/****Additional Notes** | **CH. 20 Assessments*** **Mid-Chapter Quiz: Wednesday, April 22**
* **Vocabulary Quiz: Friday, April 24**
* **Chapter 20 Assessment: Monday, April 27**
 | **Ch. 16 Assessments:*** **Vocabulary Quiz: Wednesday, April 22**
* **Civil War Assessment: Friday, April 24**
 | * **DGP 15/16 Quiz is Friday, April 24**
* **Poetry Test is Thursday, April 23**
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