Lesson Plans

R. Stafford

7/8 grade

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| Week of:Feb. 23-27 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms Agenda:* Discuss 100 Year’s War
* Define and understand “Hersey”
* Ferdinand/Isabella & the Spanish Inquisition

HW:The Later Middle Ages Test Will be Thursday, February 26 | Objective: SPI/CCS:8.58: Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. 8.62: Describe the causes, course, and consequences of the Mexican-American War, including the controversy of the Rio Grande boundary, the role played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmont Proviso8.59: Describe American settlements in TX after 1821 and the causes for the TX War for Independence, including roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.8.63: Trace the major figures and events in the discovery of gold in CA and its impact on the economy of the US including John Sutter, & 49ers.Agenda:* Chapter 11 Test
* Finis/Discuss Westward Expansion Primary Source Packet
* Introduce Ch. 12/13 (will be tested together)

HW: | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.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.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).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.-Interest rouser to introduce the guiding question, “Does every conflict have a winner?” (Start with a balance game to determine a winner. Then move onto a poster creation game to make the determination more undecided).-Distribute vocabulary inference/contextual evidence handout. **Homework:** -Finish vocabulary inference/contextual evidence handout. | Activity:Analyze Informational Test Trough Primary SourcesSkills Covered:* Informational Text
* Summarizing
* Collaborative Learning Groups

Agenda:The Declaration of Independence |
| Tuesday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.39: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious text, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean worldAgenda:* Review for The Later Middle Ages Test
* Natural Law
* Magna Carta
* Role of the Church
* The Crusades
* The Black Death
* Ferdinand/Isabella & the Spanish Inquisition

HW:The Later Middle Ages Test Will be Thursday, February 26 | Objective: Students analyze how the Industrial Revolution began in the British textile industry in the 1700s and then spread to America. People who had been farmers began working in factories. New inventions changed agriculture, manufacturing, communications, and transportation. In the 1840s, millions of immigrants from Western Europe came to the United States, and many moved west to escape crowded cities. SPI/CCS:**8.46** 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 **8.48** Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine Agenda:* Review Assessment
* Introduce (for Compare/Contrast activity) “Life in the North, South, and Everywhere in Between”
* Biographies (John Deere, Sarah Bagley, Samuel Slater, Eli Whitney, Nat Turner, Mary Boykin Chesnut

HW: Activity Sheet: Economic Rivalry | **Learning Goal:**LG1, LG2, LG3, LG4**CCSS:**RL.7.2RL.7.3L.7.1L.7.6**Agenda:**-D.G.P.-Go over D.G.P.-Distribute Flocabulary video sheet.-Flocabulary video.-Elements of Short Stories reading and discussion (pg. 200-203)-Distribute definition/example handout.**Homework:**-Finish handout. | Activity:Analyze Informational Test Trough Primary SourcesSkills Covered:* Informational Text
* Summarizing
* Collaborative Learning Groups

Agenda:The Declaration of Independence |
| Wednesday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.39: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious text, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean worldAgenda:* Review for The Later Middle Ages Test
* Study Guide
* Timeline Activity

HW:The Later Middle Ages Test Will be Thursday, February 26 | Objective: Students analyze how driven by religious fervor and high morals, reformers tried to improve society. Reformers wanted to end alcohol abuse and improve conditions in prisons and hospitals, while other fought for the abolition of slavery and women’s rights. SPI/CCS:**8.49** Analyze the 19th century reforms influenced by the 2nd Great Awakening, **8.50** Analyze the women’s suffrage movement and its major proponents including Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony. Examine excerpts from the writings of Stanton, Anthony, and Sojourner Truth. Agenda:* Journal/Bell Work
* Class Study (suffragettes, Charles Grandison Finney, Abolitionist, Pioneers in Education, Dorthea Dix)

HW: Review Notes and Activities | **Learning Goal:**LG1, LG2, LG3, and LG4.**CCSS:**RL.7.2RL.7.3L.7.1L.7.6**Agenda:**-D.G.P.-Go over D.G.P.-Read and discuss, “The Dinner Party,” by Mona Gardner.-“Take a part in your educational planning,” activity. Students will be allowed to choose the next short story to be covered. The options will be, “Letters from Rifka,”(pg. 251) “Two Kinds,”(pg. 260) and “Seventh Grade.”**Homework:**  | Activity:Analyze Informational Test Trough Primary SourcesSkills Covered:* Informational Text
* Summarizing
* Collaborative Learning Groups

Agenda:The Declaration of Independence |
| Thursday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.39: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious text, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean worldAgenda:* Later Middle Ages Test
* Close Read Activity

HW:  | Objective: Students analyze how the Industrial Revolution began in the British textile industry in the 1700s and then spread to America. People who had been farmers began working in factories. New inventions changed agriculture, manufacturing, communications, and transportation. In the 1840s, millions of immigrants from Western Europe came to the United States, and many moved west to escape crowded cities. SPI/CCS:**8.46** 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 Agenda:* Journal/Reflection/Bell work
* “Life in the North, South, and Everywhere in Between”
* History & Geography ( The Transportation Revolution, Cotton in the South, The Underground Railroad)

HW: Review Notes and Activities | **Learning Goal:**LG1, LG2, LG3, and LG4.**CCSS:**RL.7.2RL.7.3L.7.1L.7.6**Agenda:**-D.G.P.-Go over D.G.P.-Popcorn read the student chosen story, TBD.**Homework:**TBD based off of class chosen story. | Activity:Analyze Informational Test Trough Primary SourcesSkills Covered:* Informational Text
* Summarizing
* Collaborative Learning Groups

Agenda:The Declaration of Independence |
| Friday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* Introduce the Renaissance
* Map Activity

HW:Complete map activity | Objective: Analyze pieces of literature to create a better insight of the United States in the early 1800s (pre-Civil War)SPI/CCS:**8.50** Analyze the women’s suffrage movement and its major proponents including Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony. Examine excerpts from the writings of Stanton, Anthony, and Sojourner Truth. Agenda:* Journal/Reflection/Bell work
* “Life in the North, South, and Everywhere in Between”
* Literature: Mark Twain Pilots a Steamboat, Plantation Life Before Emancipation, Jack & Jill

HW: Review Notes and Activities | **Learning Goal:**LG1, LG2, LG3, and LG4.**CCSS:**RL.7.2RL.7.3L.7.1L.7.6**Agenda:**-D.G.P.-Go over D.G.P.-Finish reading class chosen story, possibly using the audio version.-Discuss possible themes and learn to apply concepts of short literature with practice on the board.**Homework:** | Activity:Analyze Informational Test Trough Primary SourcesSkills Covered:* Informational Text
* Summarizing
* Collaborative Learning Groups

Agenda:The Declaration of Independence |
| Projected Assessments/Additional Notes | The Later Middle Ages Test Will be Thursday, February 26 | Chapters 12, 13, & 14 will be grouped together in a unit titled “Life in the North, South and every where in between (early 1800s)” These three chapters will be covered together and tested together.\*Projected Mid-chapter Quiz: Friday, March 6Projected Test: Friday, March 13 |  |  |