Lesson Plans

R. Stafford

7/8 grade

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| Week of:  Feb. 9-13 | **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:  7.39: 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.”  Agenda:   * Turn in Coat of Arms Project * Collaborative Learning Groups for “Christianity & the Society in the Middle Ages”   HW:  Mid-chapter (18) Quiz is tomorrow. | Objective: Analyze how the country’s expansion helped it develop sections with distinct economic characteristics.  SPI/CCS:  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:   * Review the Mexican-American War * Discuss The California Gold Rush   HW:  Chapter 11 Test is Wednesday, February 11 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  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.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * DGP 9 * Test   HW:  Review notes one folk literature | Activity:  Analyze Informational Test Trough Primary Sources  Skills Covered:   * Informational Text * Summarizing * Collaborative Learning Groups   Agenda:  The Declaration of Independence  Groups will present their work Friday |
| 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.”  Agenda:   * Mid-Chapter Quiz * Discuss “Natural-Law” * Informational Test: The Black Death   HW:  Complete The Black Death activity sheet | 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 Proviso  8.59: 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:   * Review for Ch. 11 Assessment * Study Guide   HW: | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  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.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * DGP 9 * Folk Literature & Grammar Quiz   HW:  Review notes one folk literature | Activity:  Analyze Informational Test Trough Primary Sources  Skills Covered:   * Informational Text * Summarizing * Collaborative Learning Groups   Agenda:  The Declaration of Independence  Groups will present their work Friday |
| Wednesday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.  SPI/CCS:  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.  Agenda:   * Return Graded Papers * Notes * Activity   HW: | 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 Proviso  8.59: 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 * Introduce Ch. 12/13 (will be tested together)   HW:  Projected CH. 12/13 test will be Friday, February 20 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  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.  Agenda:   * DGP 9 * Begin Folk Write & Trade * Collaborative Learning Groups Activity   HW:  Folk Write & Trade Collaborative Learning Groups Activity is due Friday, Students will present their work in class. | Activity:  Analyze Informational Test Trough Primary Sources  Skills Covered:   * Informational Text * Summarizing * Collaborative Learning Groups   Agenda:  The Declaration of Independence  Groups will present their work Friday |
| 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.”  Agenda:   * Political & Social Change * Magna Carta/Parliament * Hundred Years’ War * Joan of Arc   HW:  The Later Middle Ages Test Will be Wednesday, February 18 | 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”   HW:  Projected CH. 12/13 test will be Friday, February 20 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  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.  Agenda:   * DGP 9 * Folk Write & Trade Collaborative Learning Groups Activity   HW:  Folk Write & Trade Collaborative Learning Groups Activity is due Friday, Students will present their work in class. | Activity:  Analyze Informational Test Trough Primary Sources  Skills Covered:   * Informational Text * Summarizing * Collaborative Learning Groups   Agenda:  The Declaration of Independence  Groups will present their work Friday |
| Friday | 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.”  Agenda:   * Define and understand “Hersey” * Ferdinand/Isabella & the Spanish Inquisition   HW:  The Later Middle Ages Test Will be Wednesday, February 18 | 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”   HW:  Projected CH. 12/13 test will be Friday, February 20 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  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.  Agenda:   * DGP 9 * Present Group Work   HW: | Activity:  Analyze Informational Test Trough Primary Sources  Skills Covered:   * Informational Text * Summarizing * Collaborative Learning Groups   Agenda:  The Declaration of Independence  Groups will present their work Friday |
| Projected  Assessments/  Additional Notes | The Later Middle Ages Test Will be Wednesday, February 18 | Projected CH. 12/13 test will be Friday, February 20 | Folk Write & Trade Collaborative Learning Groups Activity is due Friday, Students will present their work in class. |  |