Lesson Plans

R. Stafford

7/8 grade

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| Week of: Jan. 12-16  | **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:7.32: Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, the Mediterranean Sea, and the influence of the North Atlantic Drift.Agenda:* K-W-L Chart
* Discuss Vocabulary
* Middle Ages Reading Activity

HW: Prepare for mid-chapter #1 quiz (Friday) | Objective: Students analyze the development of a unified sense of goals and purpose as a sense of national pride and identity grew in the United States. SPI/CCS:8.44: Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty8.45: Analyze the relationship the United states had with Europe, including the influence of the Monroe DoctrineAgenda:The Rise of Nationalism* Bellwork
* Review of semester 1
* Notes
	+ War of 1812
	+ Era of Good Feelings
	+ Rush-Bagot Agreement
	+ Convention of 1818
	+ Adams-Onis Treaty
	+ Panic of 1819
	+ National Road
	+ MO Compromise
	+ Monroe Doctrine

HW: Review Notes from ClassPrepare for lecture Quiz (Friday) | Objective: *Community or Individual- which is more important?*SPI/CCS:RL.7.2: Determine the 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.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.Agenda:* DGP week 5
* Explore the Big Question Activity (p.900-901)

HW: Quiz over: Elements of folk literature, types of theme, and parts of a story will be Thursday  | Activity:Skills Covered:Agenda:STUDYSKILLS |
| Tuesday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.32: Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, the Mediterranean Sea, and the influence of the North Atlantic Drift.Agenda:* Review map skills
* Introduce map activity
* Complete Activity

HW: Complete map activityPrepare for mid-chapter #1 quiz (Friday) | Objective: Students analyze the development of a unified sense of goals and purpose as a sense of national pride and identity grew in the United States. SPI/CCS:8.44: Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty8.45: Analyze the relationship the United states had with Europe, including the influence of the Monroe DoctrineAgenda:* Bell work
* Review Marbury v. Madison
* In-depth study: McCulloch v. MD

HW: Review notes from classPrepare for lecture Quiz (Friday) | *Community or Individual- which is more important?*SPI/CCS:RL.7.2: Determine the 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.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.Agenda:* DGP week 5
* Elements of Folk Literature
* Forms of Folk Literature
* Determining theme in Folk Literature
* Examining Structure and Theme

HW: Quiz over: Elements of folk literature, types of theme, and parts of a story will be Thursday  | Activity:Skills Covered:Agenda:STUDYSKILLS |
| Wednesday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.34: Demonstrate understanding of the conflict and cooperation between the Papacy and European Monarchs including Charlemagne, Gregory VII, and Emperor VIAgenda:* Review Map
* Bell work
* Notes
* Charlemagne Close-Read

HW: Complete Charlemagne ActivityPrepare for mid-chapter #1 quiz (Friday) | Objective: Students analyze the development of a unified sense of goals and purpose as a sense of national pride and identity grew in the United States. SPI/CCS:8.55: Explain the events and the impact of the Presidency of Andrew Jackson including the “corrupt bargain” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removalAgenda:* Bell work
* Notes
	+ “End of An Era”
	+ “Corrupt Bargain”

HW: Prepare for lecture Quiz (Friday) | *Community or Individual- which is more important?*SPI/CCS:RL.7.2: Determine the 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.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.Agenda:* DGP week 5
* P. 906, Close-Read: Story Development and Theme
* Whole Class: “The Travelers and the Bear”
* Group Work (class work grade):
	+ Pick One to complete *After You Read* questions on p.911
	+ “Grasshopper Logic”
	+ “The Other Frog Prince”
	+ “ Duckbilled Platypus vs. BeefSnakStik”

HW: Any work not finished in class, must be completed for homework. Quiz over: Elements of folk literature, types of theme, and parts of a story will be Thursday  | Activity:Skills Covered:Agenda:STUDYSKILLS |
| Thursday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.33: Describe the development of feudalism and manorialsim, its role in the medieval European economy, and the way in which it was influenced by physical geography. Agenda:* Check homework
* Feudalism Activity

HW: Prepare for mid-chapter #1 quiz (Friday) | Objective: Students analyze the development of a unified sense of goals and purpose as a sense of national pride and identity grew in the United States. SPI/CCS:8.55: Explain the events and the impact of the Presidency of Andrew Jackson including the “corrupt bargain” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removalAgenda:* Bell Work
* Notes
	+ Reflect of the impact of “Corrupt Bargain”
	+ JQ Adams Presidency
	+ Review for Notes/lecture Quiz

HW: Prepare for lecture Quiz (Friday) | *Community or Individual- which is more important?*SPI/CCS:RL.7.2: Determine the 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.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.Agenda:* DGP week 5
* Class discussion of previous days group work
* Quiz over: Elements of folk literature, types of theme, and parts of a story

HW: | Activity:Skills Covered:Agenda:STUDYSKILLS |
| Friday | Objective: Analyze the geographic, political, economic, social, and religious structures of The Middle Ages.SPI/CCS:7.33: Describe the development of feudalism and manorialsim, its role in the medieval European economy, and the way in which it was influenced by physical geography. Agenda:* Continue Feudalism Activity
* Mid- Chapter Quiz #1

HW: Review Notes, vocabulary, and activities from class. | Objective: Students analyze the development of a unified sense of goals and purpose as a sense of national pride and identity grew in the United States. SPI/CCS:8.44: Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty8.45: Analyze the relationship the United states had with Europe, including the influence of the Monroe Doctrine8.55: Explain the events and the impact of the Presidency of Andrew Jackson including the “corrupt bargain” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removalAgenda:* Bell Work
* Review Topics Discussed in Class
* Nationalism & A. Jackson’s Presidency Quiz

HW:  | *Community or Individual- which is more important?*SPI/CCS:RL.7.2: Determine the 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.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.Agenda:* Introduce myth: “Icarus and Daedalus”
	+ Skills: cause and effect, myth, legend and fact, characteristics of folk literature, theme
	+ Vocabulary Builder
	+ Reading A
	+ Reading B

HW:“Icarus and Daedalus” Projected test is Friday, January 23DGP Quiz weeks 5/6 is Friday, January 23  | Activity:Skills Covered:Agenda:STUDYSKILLS |
| Projected Assessments/Additional Notes | Mid- Chapter Quiz #1 is Friday! (Friday, Jan. 16 | Lecture Quiz (Friday, Jan. 16) | Quiz over: Elements of folk literature, types of theme, and parts of a story will be Thursday “Icarus and Daedalus” Projected test is Friday, January 23DGP Quiz weeks 5/6 is Friday, January 23  |  |