Lesson Plans

R. Stafford

7/8 grade

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| Week of:  Jan. 19-23 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday  Martin Luther King Jr.  Day | Objective:  SPI/CCS:  Agenda:  HW: | Objective:  SPI/CCS:  Agenda:  HW: | Objective:  SPI/CCS:  Agenda:  HW: | Activity:  Skills Covered:  Agenda: |
| Tuesday | Objective: TSW explain how the Magna Carta caused changes in England’s government and legal system.   * *What types of government ruled over Medieval Europe?* * *What was the Magna Carta?* * *How did the Magna Carta change history and influence future documents?*   SPI/CCS: 7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England.  Agenda:   * Review Life on a Manor * Video: “Charlemagne” * Video: “ I’m a Knight” * Notes: Magna Carta   HW: Review Notes. Early Middle Ages assessment will be Monday, January 26 | Objective: Students analyze how the Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society. As President, Jackson support the rights of ordinary people, but this support left out many people including Native Americans, Women, and African Americans.  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 removal  Agenda:   * Kitchen Cabinet * Spoils System * Tariff of Abominations   HW: Andrew Jackson Assessment will be Monday, January 25 | 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 6 * Finish Group work activity * Review Elements of Folk Literature * Review Theme * Quiz: Elements of Folk Literature & Theme   HW: DGP quiz 5/6 is Friday, January 23  “Icarus & Daedalus assessment is Tuesday, January 27 | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Wednesday | Objective: TSW explain how the Magna Carta caused changes in England’s government and legal system.   * *What types of government ruled over Medieval Europe?* * *What was the Magna Carta?* * *How did the Magna Carta change history and influence future documents?*   SPI/CCS: 7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England.  Agenda:   * Finish Notes: Magna Carta * Close-Read Magna Carta   HW: Review Notes. Early Middle Ages assessment will be Monday, January 26 | Objective: Students analyze how the Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society. As President, Jackson support the rights of ordinary people, but this support left out many people including Native Americans, Women, and African Americans.  SPI/CCS:  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 removal  Agenda:   * Review Notes * Discuss the 2nd Bank of the United States * Panic of 1837   HW: Andrew Jackson Assessment will be Monday, January 25 | 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 6 * Introduce Vocabulary * Reading A/B * Story “skills” Notes   HW: DGP quiz 5/6 is Friday, January 23  “Icarus & Daedalus assessment is Tuesday, January 27 | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Thursday | Objective: TSW gain a better insight and understanding as to why popes and kings dominated European society in the Middle Ages.  SPI/CCS:  7.34: Demonstrate an understanding of the conflict and cooperation between the Papacy & European monarchs, including Charlemagne, Gregory VII, and Emporer IV.  Agenda:   * Review main Ideas of the Magna Carta * Notes on Clergy Life * Review activity   HW: Review Notes. Early Middle Ages assessment will be Monday, January 26 | Objective: Students analyze how the Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society. As President, Jackson support the rights of ordinary people, but this support left out many people including Native Americans, Women, and African Americans.  SPI/CCS:  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 removal  Agenda:   * Indian Removal Act * SCC: Worcester v. GA   HW: Andrew Jackson Assessment will be Monday, January 25 | 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 6 * Whole Class Preview: “Icarus & Daedalus” * Whole Class read: “Icarus & Daedalus” * Individual reflection questions   HW: DGP quiz 5/6 is Friday, January 23  “Icarus & Daedalus assessment is Tuesday, January 27 | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Friday | Objective: TSW examine the Battle of Hastings and explain how it impacted Middle Ages History.  SPI/CCS:  7.35: Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France  Agenda:   * Review Video: William the Conqueror * Notes Battle of Hastings * Close Read Activity   HW: Review Notes. Early Middle Ages assessment will be Monday, January 26 | Objective: Students analyze how the Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society. As President, Jackson support the rights of ordinary people, but this support left out many people including Native Americans, Women, and African Americans.  SPI/CCS:  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 removal  Agenda:   * Trail of Tears * Review for Test   HW: Andrew Jackson Assessment will be Monday, January 25 | 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 6 * DGP 5/6 quiz * Review questions * Review story skills   HW: DGP quiz 5/6 is Friday, January 23  “Icarus & Daedalus assessment is Tuesday, January 27 | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Projected  Assessments/  Additional Notes | Review Notes. Early Middle Ages assessment will be Monday, January 26 | Andrew Jackson Assessment will be Monday, January 25 | DGP quiz 5/6 is Friday, January 23  “Icarus & Daedalus assessment is Tuesday, January 27 |  |