Lesson Plans

R. Stafford

7/8 grade

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| Week of:  Jan. 26-30 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | 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.  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.  7.34: Demonstrate understanding of the conflict and cooperation between the Papacy and European Monarchs including Charlemagne, Gregory VII, and Emperor VI  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:   * Turn in Norman Invasion Tree Activity * Complete Study Guide   HW:  The Early Middle Ages Test will be Thursday, January 29 | 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:  HW: | 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 7 * Vocab. Review * Discuss Story Questions * Skill Sheet   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Tuesday | 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.  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.  7.34: Demonstrate understanding of the conflict and cooperation between the Papacy and European Monarchs including Charlemagne, Gregory VII, and Emperor VI  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:   * Informative Text Activity: Meal Time in the Middle Ages   HW:  The Early Middle Ages Test will be Thursday, January 29 | 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:   * Multiple Choice Test * Constructed Response Assessment   HW: | Objective:  SPI/CCS:  Agenda:  MIST practice Writing Exam in the Computer Lab  HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Wednesday | 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.  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.  7.34: Demonstrate understanding of the conflict and cooperation between the Papacy and European Monarchs including Charlemagne, Gregory VII, and Emperor VI  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:   * Early Middle Ages Review * Prepare for Assessment   HW:  The Early Middle Ages Test will be Thursday, January 29 | 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:   * Self-guide reflection Activity   HW: Anything not finished in class will be completed for homework. | 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 7 * Vocab. Review * Skill Sheet * Parts of the story   HW: Review notes and Prepare for assessment | 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.  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.  7.34: Demonstrate understanding of the conflict and cooperation between the Papacy and European Monarchs including Charlemagne, Gregory VII, and Emperor VI  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:   * The Early Middle Ages Assessment and Writing Assignment   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  **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 self-guided activity * Notes over industrialization   HW:  Review Notes | 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 7 * Vocab. review * Practice quiz   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Friday | Objective: TSW analyze the geographic, political, economic, social, & religious structures of the Later 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 texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”  Agenda:   * Close-Read/Informational Text 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  **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:   * Compare/Contrast life in the north v. south prior to the Civil War   HW: | 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 7 * Icarua & Daedalus Assessment & Writing Activity   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Projected  Assessments/  Additional Notes |  |  | DGP Quiz 7/8 will be Friday, February 6 |  |