Lesson Plans

R. Stafford

7/8 grade

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| Week of:  March 2-6 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | 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: 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 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:  HW: | Activity: “Selma”  Skills Covered: Informational Text  Agenda: |
| Tuesday | **DEA Testing** | 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 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.  -Go over D.G.P.  -D.G.P. Quiz.  -Students choose between, “Letters from Rifka,” and, “Two Kinds,” to do as independent work (story organizer will be used on quiz on Thursday).  -Independent reading and begin story organizer.  **Homework:**  -Independent reading | Activity: Are Athletes Paid Too Much?  Skills Covered: Informational text, citing evidence, stating a claim  Agenda: |
| Wednesday | **DEA Testing** | 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 Goals:**  1, 2, 3, and 4.  **CCSS:**  RL.7.2  RL.7.3  L.7.1  L.7.6  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Start filling out story organizer with all three-vocab words. First three footnotes on word boxes.    **Homework:**  Continue reading independently/story organizer. | Activity: Are Athletes Paid Too Much?  Skills Covered: Informational text, citing evidence, stating a claim |
| Thursday | Objective: 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 scholars in Spain.  Agenda:   * Introduce the Renaissance * Culture influences * Trade routes * Cities & people * Art   HW: Review Notes | 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 Goals:**  1, 2, 3, and 4.  **CCSS:**  RL.7.2  RL.7.3  L.7.1  L.7.6  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Read, “Seventh Grade,” together.  -Groups fill out story organizer.  **Homework:**  Continue reading individually/finishing story organizer. | Activity: Are Athletes Paid Too Much?  Skills Covered: Informational text, citing evidence, stating a claim |
| Friday | Objective: 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 scholars in Spain.  Agenda:   * Continue the Renaissance * Culture influences * Trade routes * Cities & people * Art   HW: Review Notes | 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: | **Learning Goal:**  1, 2, 3, and 4.  **CCSS:**  RL.7.2  RL.7.3  L.7.1  L.7.6  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Review story organizer.  -Possible extension.  **Homework:**  Finish reading chosen short story and story organizer (organizer can be used on quiz Monday). | Activity: Are Athletes Paid Too Much?  Skills Covered: Informational text, citing evidence, stating a claim |
| Projected  Assessments/  Additional Notes |  | 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 6  Projected Test: Friday, March 13 | Finish reading chosen short story and story organizer (organizer can be used on quiz Monday). |  |