Lesson Plans

R. Stafford

7/8 grade

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| Week of:  March 23-27 | **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::  7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.  7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.  Agenda:   * Notes 19-2 * Video: Printing Press   HW:   * Venn Diagram: Compare/Contrast Northern & Southern Renaissance (use on Quiz) * Vocabulary ch. 19 (follow Packet) * Chapter 19 assessment is Friday | 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:   * Gibbons V. Ogden * Notes Ch. 14   HW:   * Finish Gibbons V. Ogden * Vocabulary Ch. 14 | **Objective(s):**  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.  -Return and go over test.  **Homework:**  : | Activity:  Junior Scholastic: March Issue  Skills Covered: Informational Text, Supporting claims with textual Evidence   * Read Article * Analyze text * Writing Assignment |
| Tuesday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.  SPI/CCS::  7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.  7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.  Agenda:   * Quiz Northern/Southern Renaissance * 19-3 The Reformation   HW:   * Vocabulary Ch. 19 (follow Packet) * Ch. 19 Assessment is Friday | 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:   * Review Gibbons V. Ogden * Finish Ch. 14 Notes * Review Ch. 14   HW:   * Finish vocabulary Ch. 14 | **Objective(s):**  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  RL.7.3  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Take post-assessment.  -Discuss post assessment.  **Homework:** | Activity:  Junior Scholastic: March Issue  Skills Covered: Informational Text, Supporting claims with textual Evidence   * Read Article * Analyze text * Writing Assignment |
| Wednesday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.  SPI/CCS:  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. 7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World  Agenda:   * Martin Luther Video * Primary Sources Activity * Martin Luther Music Video * Return Graded Papers   HW:   * Study for Vocabulary Assessment * Martin Luther Close Read Activity | 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:   * Vocabulary Quiz Ch. 14 * Review Questions * Return Graded Papers   HW:   * Review unit Notes Ch. 12, 13, & 14 | **Objective(s):**  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.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  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.  -Introduce the guiding question, “What is the best way to communicate.”  -Communication activity.  -Poetry interest rouser with rap music and mad poems.  **Homework:** | Activity:  Junior Scholastic: March Issue  Skills Covered: Informational Text, Supporting claims with textual Evidence   * Read Article * Analyze text * Writing Assignment |
| Thursday | 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.  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. 7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World  Agenda:   * Discuss/Submit Martin Luther Close Read * Vocabulary Quiz * Rev. Ch. 19 (Questions & study guide) * Video: The Renaissance   HW:   * Complete Review Work * Study for Assessment | 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.  Students analyze slavery as an institution based on a relationship of dominance and submission, whereby one person owns another and can exact from that person labor or other services. Slavery proved unprofitable in the Northern states and by the early 19th century had disappeared. In the South, however, where African slaves arrived in the tens of thousands from the late 17th through the early 18th century slavery came to be an integral part of the plantation system (especially after the introduction of the cotton gin in 1793).  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  **8.46** 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  8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.  Agenda:   * Review Ch. 12, 13, & 14   HW:  Review unit Notes Ch. 12, 13, & 14 and prepare for assessment | **Learning Goal:**  LG5, LG6, LG3, and LG4.  **CCSS:**  RL.7.4  RL.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  -Go over D.G.P.  -Introduce the new unit of poetry and the guiding question, “What is the best way to communicate?”  -Introduce new vocabulary words.  -Distribute vocabulary handouts.  **Homework:**  -Finish vocabulary handouts, due Monday. | Activity:  Junior Scholastic: March Issue  Skills Covered: Informational Text, Supporting claims with textual Evidence   * Read Article * Analyze text * Writing Assignment |
| Friday | 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.  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. 7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World  Agenda:   * Review for Assessment * Ch. 19 Test * Henry the VIII close Read   HW:   * Complete Henry VIII Activity | 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.  Students analyze slavery as an institution based on a relationship of dominance and submission, whereby one person owns another and can exact from that person labor or other services. Slavery proved unprofitable in the Northern states and by the early 19th century had disappeared. In the South, however, where African slaves arrived in the tens of thousands from the late 17th through the early 18th century slavery came to be an integral part of the plantation system (especially after the introduction of the cotton gin in 1793).  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  **8.46** 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  8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.  Agenda:   * Review for Assessment * Test Ch. 12, 13, & 14 * Nat Turner’s Rebellion Close Read   HW: Complete Nat Turner’s Rebellion Close Read | **Objective(s):**  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.7.4  RL.7.5  L.7.6  L.7.1  **Agenda:**  -D.G.P.  Go over D.G.P.  -Introduce Elements of Poetry.  -Discuss poetry in detail.  **Homework:**  -Finish poetry introduction handout and finish ALL vocabulary handouts, due Monday. | Activity:  Junior Scholastic: March Issue  Skills Covered: Informational Text, Supporting claims with textual Evidence   * Read Article * Analyze text * Writing Assignment |
| Projected  Assessments/  Additional Notes | Boosterthon Runs All WEEK!  Ch. 19: The Renaissance & Reformation is Friday, March 27 | Boosterthon Runs All WEEK!  Assessment covering Ch. 12, 13, & 14 is Friday, March 27 | Boosterthon Runs All WEEK! |  |