Lesson Plans

R. Stafford

7/8 grade

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| Week of:March 30-April 3 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation. SPI/CCS:7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments. (C, H, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P) Focus Questions:How did Martin Luther lead a reformation against the catholic church?What were indulgences and why did they become controversial?What is Calvinism?What were John Calvin’s basic beliefs about God’s will?What were Protestants and Catholics? How are they alike/different?What did the Council of Trent accomplish?What was the Counter-Reformation?Why was Mary I known as “Bloody Mary”?Agenda:* Introduce Unit
* Key Terms

HW: Complete Crossword Puzzle | Objective: Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union. SPI/CCS:**8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s The Emancipator.****8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.****8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry.****8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.****8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law.**Focus Question: How did the nation try to build but fail to deal with growing sectionalism?Agenda:* Notes 15-1

HW: Vocabulary Ch. 15 | **Learning Goals:** 1. Students will be able to read and comprehend a poem in order to grasp the meaning of different poetry concepts, including figurative meaning, connotative meaning, repetition, etc.2. Students will be able to understand why a poem was written in a certain form and how that form has an effect on the content.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.-D.G.P. Quiz.-Discuss Elements of Poetry (pg. 572).-Begin interactive PowerPoint lesson.-Distribute handout.**Homework:** Learning About Poetry handout | Activity:Scope Magazine: March 2015 issueSkills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text |
| Tuesday | Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation. SPI/CCS:7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments. (C, H, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P) Agenda:* Reformation Notes

HW: | Objective: Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union. SPI/CCS:**8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s The Emancipator.****8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.****8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry.****8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.****8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law.**Focus Question: How did the nation try to build but fail to deal with growing sectionalism?Agenda:* Notes 15-2
* Review
* Focus Questions

HW: Ch. 15 vocabulary | LG1, LG2, LG3, and LG4.**CCSS:** RL.7.4RI.7.5L.7.6L.7.1**Agenda:**-D.G.P.-Go over D.G.P.-Discuss Poetic Language (pg. 575).-Continue interactive PowerPoint lesson. -Distribute handout. Homework: Review Notes discussed in class | Activity:Scope Magazine: March 2015 issueSkills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text |
| Wednesday | Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation. SPI/CCS:7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments. (C, H, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P) Agenda:* Reformation Notes
* Martin Luther Close Read

HW: Finish Martin Luther Close Read | Objective: Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union. SPI/CCS:**8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s The Emancipator.****8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.****8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry.****8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.****8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law.**Focus Question: How did the nation try to build but fail to deal with growing sectionalism?Agenda:* Review 151/15-2
* Focus Questions
* Close Read Activity

HW: | Library | Activity:Scope Magazine: March 2015 issueSkills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text |
| Thursday | Objective: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation. SPI/CCS:7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments. (C, H, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P) Agenda:* Reformation Notes
* Discuss Martin Luther Close Read
* Review/Focus Questions

HW: Review notes discussed in class | Objective: Students analyze how with the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election eventually led seven southern states to leave the Union. SPI/CCS:**8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’ s The Emancipator.****8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.****8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry.****8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.****8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law.**Focus Question: How did the nation try to build but fail to deal with growing sectionalism?Agenda:* 15-3 Notes

HW: Work on Ch. 15 Vocabulary & Review Notes from Class  | **Learning Goal:**LG1, LG2, LG3, and LG4.**CCSS:**RL.7.4RI.7.5L.7.6L.7.1**Agenda:**-D.G.P.-Go over D.G.P.-Metaphor cartoon.-Poetic concepts application of Emily Dickenson poem.-Distribute independent poetry concepts application handout (Created).**Homework:**-Finish handout. | Activity:Scope Magazine: March 2015 issueSkills Covered: analyzing text, writing argumentative/persuasive essays, vocabulary, informational text |
| Friday | No SchoolObservance of Good Friday | No SchoolObservance of Good Friday | No SchoolObservance of Good Friday | No SchoolObservance of Good Friday |
| Projected Assessments/Additional Notes | Projected Assessment over The Reformation is Friday, April 10 | Projected Vocabulary Test Ch. 15 is Wednesday, April 8Projected Assessment over Chapter 15 is Friday, April 10 |  |  |