

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, April 27, 2015

<u>Monday, April 27, 2015</u> Day 147	<u>Tuesday, April 28, 2015</u> Day 148	<u>Wednesday, April 29, 2015</u> Day 149	<u>Thursday, April 30, 2015</u> Day 150	<u>Friday, May 01, 2015</u> Day 151
Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies
<p>3 day lesson Student Friendly Objective: Students can identify events during the Civil War Era while listening to a video.</p> <p>3 day lesson- April 23, 24,27 Instructional Plan: Students will be watching the movie 'Glory'. All students will turn in a signed permission to be allowed to participate. Students will complete the questions and essay as their grade for this assignment.</p> <p>When the video is finished do the Reconstruction DBQ Hook.</p> <p>Assessment: Students will turn in the Glory Questions and Essay as a Formative Grade.</p>	<p>Objectives apply April 28-May1 Student Friendly Objective: Students can evaluate the impact of Reconstruction while writing an essay.</p> <p>Warmup: Background Essay- Read aloud (see visual for definitions attached)</p> <p>Process: Model Document A analysis with the classes. Documents B-D can be done together or independently based on the skill level of your classes. For lower classes you could do each document "together" discussing and analyzing while leaving a few questions as you go for them to do on their own. Pre AP classes should be very capable of doing them on their own. Before they start you can go through and do a preteach on each document but then make them do the questions on their own. This will take all class.</p> <p>Students need to have finished A and B today before class ends.</p> <p>Assessment: The document analysis will be turned in for a formative grade.</p>	<p>Student Friendly Objective: Students can evaluate the impact of Reconstruction while writing an essay. Warm Up: Ask students to take out the documents from yesterday and finish up Documents C-D</p> <p>Instructional Plan: Allow 25-30 min for this-students who need to go back to the documents can do that later. Using the chicken foot visual- Help students create their thesis statements. Work to help them write good sentences and to understand that a thesis statement is not a paragraph- it is one sentence to tell what they will write about later. Explain to students that the evidence they placed on the chicken foot is what will become their "Bucket Categories". Hang up Butcher paper posters around the room marked Bucket #1, Bucket #2. Hand each student 2 small post it notes. Ask students to go to the documents and find 1 piece of evidence to back up each of the bucket categories. Tell them they need to write the letter of the document and then their evidence on the post it. Give students time to work and then go and place their post it notes on the buckets around the room. Once they are finished, lead a class discussion over the evidence. Go and read each post it and discuss if it is in the right bucket or if it needs to be moved. Stack all the ones that are the same into one stack inside the bucket.</p> <p>Now students are ready to complete the Thesis and Evidence page. Based on the level of your classes you can allow to work independently or you can again model one bucket for them.</p> <p>Remind them tomorrow they will write full paragraphs over their evidence.</p> <p>Assessment: The Thesis and Evidence page will be a formative grade.</p>	<p>Student Friendly Objective: Students can evaluate the impact of Reconstruction while writing an essay.</p> <p>Instructional Plan: Students should continue working on their thesis and evidence page. All students need to get this CHECKED by their teacher before moving on.</p> <p>Students who have had the Thesis and Evidence page checked should move on to writing their full essay.</p> <p>Assessment: Essays are due on Monday, May 4</p>	<p>Student Friendly Objective: Students can evaluate the impact of Reconstruction while writing an essay.</p> <p>Instructional Plan: Students will continue writing their DBQ rough draft.</p> <p>Students who are finished with the rough draft may find someone to Peer Edit before moving on. Once they have received the peer edit and shown the teacher their corrected rough draft they may move on to writing the final copy.</p> <p>Assessment: DBQ Essays are due Monday, May 4.</p>