

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, August 25, 2014

Monday, August 25, 2014
Day 1

Tuesday, August 26, 2014
Day 2

Wednesday, August 27, 2014
Day 3

Thursday, August 28, 2014
Day 4

Friday, August 29, 2014
Day 5

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Grade 8 Social Studies

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First Day of School

Teachers will be:
Introducing themselves and course descriptions
Going over Syllabus
Setting up Classroom Expectations
Team Building and Getting to know you Activities

Student Friendly Objective:
Students will use strategic learning techniques such as drawing, retelling and reviewing to acquire new vocabulary.

Warmup:
Explain to students the purpose of today's lesson is to familiarize them with the verbs we will use to describe our objectives all year. Give them some examples. Pass out individual or paired students 1 of the 16 vocabulary cards. Have them flip it over and write synonyms for the word and then write 3 sentences they can use to teach the word to their classmates.

Instructional Plan:
"Each One, Teach One"

Assessment:
Using the smartnotebook file- flash pictures, words or definitions and see if students can identify the match. On Friday, students will play "I have, who has" to review the words.

- a. Round 1- "teacher" should be standing and the "learner" seated. The "teacher" teaches their term from their index card and the "learner" records the definition in their own words in their corresponding box in their matrix. Switch roles. Conduct additional multiple rounds teaching original term.
- b. Round 2- after multiple times teaching their term, have them switch with their current partner and teach new term 3-4 times.
- c. Round 3 "Lightening Round"-with 5 or so minutes left in class, students may now teach any term they've learned and to multiple "students" at a time.

Student Friendly Objective:
Students can identify the effect of the Columbian Exchange while sharing information in cooperative learning groups.

Warmup:
Students will identify some real life items that are here as a result of the Columbian Exchange. (Reala)- corn, coffee, pepper, onion, bananas. Teachers will start students brainstorming where these items came from originally.

Instructional Plan:
Students will view the Brainpop video-Columbian Exchange. Teachers should then recap and ask questions about the students knowledge and begin to introduce the term cultural diffusion. Next students will be put into groups based on class size. Ideally 3-4 per group.
Groups will get a copy of a map and then a sheet with items from the Columbian Exchange. Inform students that they are going to place the items on the side of the world they think they ORIGINATED on. Choose a set time (5-7 min) to allow students to discuss and place the items on their map.
Teachers will then go item by item allowing the students to share out where they think it originated. Included in the attached smartnotebook file is a key (picture map) that you can put up at the end to allow them to see the full answer.
To wrap up introduce the term cultural diffusion- Begin by allowing the students to share what they think each part of the term means. What is cultural? What is diffusion? Where else do we see diffusion? Teachers could then show an example of diffusion- A water bottle with food coloring or crystal light, spray a scent and allow it to diffuse through the room, etc. Allow student to share out the significance of cultural diffusion on America and begin to tie that to our upcoming unit on the 13 colonies.

Assessment:
Students will be assessed over this weeks content during class on Friday.

Student Friendly Objective:
Students can identify reasons for European exploration while working together to summarize and share their information.

Warmup:
Teacher explanation to students:
Teachers will lead the students through the Map Practice Activity- visual attached in smartnotebook file.

Instructional Procedure:graphic organizers

- Instructional Plan:
1. In small groups, analyze the document set. Divide class into 6 groups (2 Spain, 2 France, 2 England). Three groups will receive a color folder containing two visuals and a set of specific document questions.
 2. Answer the source-specific questions for each set
 3. Discuss the overall guiding inquires.
 4. Next the 2 Spain groups will get together and share their findings, add or correct information.
 4. After students have examined their document(s) each group will present their findings to the class in carousel by answering the specific questions for their document set (use smartnotebook or on postit paper if available).
 5. Each student will record the information onto the

Assessment:
On the smartnotebook file there are 3 historical quotes. Have students read and then put the quotes into their own words. Next have students determine which country each quote would represent. By understanding each quote, it will be clear if they understand the motive for each countries exploration. Spain, France, and England were involved in their own "Amazing Race" during the 16th and 17th centuries. The goal of each country was to find the Northwest Passage to India. After reaching India, they hoped to obtain valuable gold and spices that would make their country the richest and most powerful in the world. Different countries took different routes, but they all ended up in the New World (Americas). The New World contained riches in many forms and also contained

Student Friendly Objective:
Students will identify the reasons for European colonization by defining and summarizing key terms and events.

Warmup:
Students will play the "I have, Who has" looping game to review this week's content.

Instructional Plan:
Students will take their Week 1 Quiz. Encourage students to use this first opportunity as a chance to just brainstorm any terms or ideas they remember from this weeks lesson. Allow 10-15 minutes for them to work before moving on to the assessment piece.
There is a word bank available for students who need a modified quiz.

Assessment:
SIOPStrategy- Pairs check
Students will get with their seat mate and discuss how to "beef up" their answers. They can compare what they have written and in an alternate color pen, add facts or terms to their answer based on their discussion. Teachers should conclude by going over and talking about correct answers and allowing students to correct for this first quiz. Explain that after this when we do short answer, they will still work with a partner to add with the ultimate goal being complete sentences using all the information.

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its share of challenges.

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