

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, December 01, 2014

Monday, December 01, 2014  
Day 63

Tuesday, December 02, 2014  
Day 64

Wednesday, December 03, 2014  
Day 65

Thursday, December 04, 2014  
Day 66

Friday, December 05, 2014  
Day 67

<u>Monday, December 01, 2014</u> <u>Day 63</u>	<u>Tuesday, December 02, 2014</u> <u>Day 64</u>	<u>Wednesday, December 03, 2014</u> <u>Day 65</u>	<u>Thursday, December 04, 2014</u> <u>Day 66</u>	<u>Friday, December 05, 2014</u> <u>Day 67</u>
Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies	Grade 8 Social Studies
<p>Student Friendly Objective: Students can analyze the arguments for and against ratification of the Constitution while writing notes.</p> <p>Warm Up: Ask kids to open their textbook to page 232- spend some time going through the Constitution to show kids how it is formatted, discuss the separate Articles and parts to the document.</p> <p>Instructional Plan: 1. Cornell Notes over Federalist and Anti Federalist (differentiate by class to determine whether to do it together or individually) 2. Give students 25-30 minutes to complete their notes then go over them as a class 3. Put up the quotes from the Federalist Papers (smartnotebook file) and have kids sort them as F or A</p> <p>Assessment: Quiz on Friday over Principles of the Constitution and Bill of Rights</p>	<p>Student Friendly Objective: Students will summarize the purposes for and the process of amending the Constitution while reading and answering questions.</p> <p>Warm Up:</p> <ul style="list-style-type: none"> <li>Remind students that Article V of the Constitution allows for the document to be amended. Provide the text in print or online (see Materials for document link) for students to use as reference. Write the word "amendment" on the board and ask students to define it. Guide discussion toward the definition as "a change or addition to a constitution." Help students understand that as a living document, the Constitution may change just as people change over time. Why did the framers allow for the possibility of amendments to the Constitution?</li> <li>Then distribute the Amazing Amendments Reproducible. Direct students to the chart at the top of the handout. Point out that Article V explains the two ways to make amendments to the Constitution. Read Article V aloud and then walk the class through the steps presented in the chart, as supported by the text in Article V.</li> <li>With students working in pairs, allow five minutes for pairs to answer the three questions that appear below the chart. Tell students to save Amazing Amendments for later use, and then have two pairs of partners meet to review the answers, which should be as follows: <ul style="list-style-type: none"> <li>The legislative branch (Congress)</li> <li>50 states x three-fourths majority = 38 states needed</li> <li>Get two-thirds of all state legislatures to ask for a meeting to propose the amendment, call a special convention and propose the amendment, and get three-fourths of all state legislatures or special state conventions to ratify the amendment.</li> </ul> </li> </ul>	<p>Student Friendly Objective: Students will summarize the rights guaranteed in the Bill of Rights while writing notes and answering questions.</p> <p>Warm Up: Introduce the Bill of Rights with the Brain Pop. <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/">http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/</a></p> <p>Instructional Plan: 1. Go through the Class Reading over the Bill of Rights and have students fill in notes on each amendment. 2. Stop and teach the students the Bill of Rights Hand Motions- go over these a few times.</p> <p><a href="http://viewpure.com/82DnWqNKqil">http://viewpure.com/82DnWqNKqil</a> OR <a href="http://youtu.be/3f6dDcSOrK0">http://youtu.be/3f6dDcSOrK0</a></p> <p>Use these links or do your own version-Whatever works for your class! 3. Pass out the Bill of Rights Questions-differentiate by class- some classes should work individually and some in pairs</p> <p>Assessment: Students will turn in the BOR Questions as a grade. Quiz on Friday</p>	<p>Student Friendly Objective: Students will summarize rights listed in the Bill of Rights while matching scenarios and Amendments.</p> <p>Warm Up: Bill of Rights hand motions</p> <p>Teacher Note- you may want to cut your students bingo dots or have them do their own prior to the game.</p> <p>Instructional Plan: 1. Divide the class into groups so that you can have 1 group per Amendment (10 groups) 2. Have students be in charge of creating a short skit or act it out to teach their classmates their Amendment. 3. Have students perform them at random and allow classmates to guess which Amendment is presented. 4. Pass out the Bingo Boards 5. Round 1- use the basic rights and call them out until a student gets a bingo 6. Rounds following will be scenarios and students must identify the Amendment that matches the scenario If a student calls bingo stop and go back over the scenarios presented to "check" that they had a real bingo</p> <p>Assessment: Quiz on Friday over Principles of the Constitution and Bill of Rights</p>	<p>Today is an assessment of all objectives from Nov. 17-Dec 4</p> <p>Student Friendly Objective: Students will demonstrate their knowledge of the US Constitution while completing a quiz.</p> <p>Assessment: Students will be assessed over the Principles of the Constitution and the Bill of Rights Pass out the class set of quizzes and each students bubble sheets. Use the smartnotebook file to do the quiz out loud and have students bubble as you go.</p> <p>After the quiz students will work on their Q2 Exam Review</p>

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Instructional Plan:

Students should be using the Ipads in pairs to study the Changes made the the Constitution.

On the menu students need to go to- The Senate Mark Up- then Close Up on Compromise

Guide the students through completing the Worksheet: Decoding the Document

Assessment:

Quiz over Principles and Bill of Rights on Friday.