

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, February 23, 2015

<p><u>Monday, February 23, 2015</u> Day 110</p>	<p><u>Tuesday, February 24, 2015</u> Day 111</p>	<p><u>Wednesday, February 25, 2015</u> Day 112</p>	<p><u>Thursday, February 26, 2015</u> Day 113</p>	<p><u>Friday, February 27, 2015</u> Day 114</p>
<p>Grade 8 Social Studies</p>	<p>Grade 8 Social Studies</p>	<p>Grade 8 Social Studies</p>	<p>Grade 8 Social Studies</p>	<p>Grade 8 Social Studies</p>
<p>Bad weather day-no school</p>	<p>Bad Weather Day-no school</p>	<p>Student Friendly Objective: Students will identify and compare the conflicts and compromises prior to the Civil War while reading and writing.</p> <p>Warm Up: <a href="http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/">http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/</a> Go through the interactive map with the students and talk about differences between North and South, remind them of the graphic organizer we did a few weeks back.</p> <p>Instructional Plan:  This lesson will take 2 days</p> <p>All students need a copy of the Increasing Tensions Packet and can sit with a shoulder partner. Pass the each group one placard to read and have them work together to read and answer the questions.</p> <p>The placards to do not have to be done in any certain order. Walk around and help students as they work to understand the vocabulary- when each pair finishes a placard, they can trade it for the next. OR you can time each placard at 5 min and then have them pass in order from group to group.</p> <p>Once students have had time to complete ALL placards- use the Smartnotebook file to go through and discuss their answers. This gives teachers the opportunity not only to assess, but to reteach where necessary. Assessment:  Students should be working on their Q3 Exam Review all week.</p>	<p>For objectives see Monday-2/23</p> <p>Warm Up: Harriet Beecher Stowe clip <a href="http://viewpure.com/ijFy4RjYGbQ">http://viewpure.com/ijFy4RjYGbQ</a></p> <p>Instructional Plan:  This lesson will take 2 days-Day 2</p> <p>All students need a copy of the Increasing Tensions Packet and can sit with a shoulder partner. Pass the each group one placard to read and have them work together to read and answer the questions.</p> <p>The placards to do not have to be done in any certain order. Walk around and help students as they work to understand the vocabulary- when each pair finishes a placard, they can trade it for the next. OR you can time each placard at 5 min and then have them pass in order from group to group.</p> <p>Once students have had time to complete ALL placards- use the Smart notebook file to go through and discuss their answers. This gives teachers the opportunity not only to assess, but to reteach where necessary. Assessment:  Students should be working on their Q3 Exam Review all week.</p>	<p>Student Friendly Objective: Students can explain the causes of the Civil War while recording information on a graphic organizer.</p> <p>Warm Up: Review Tariffs as a cause of war- Nullification Crisis <a href="http://viewpure.com/VNglUUD7i-A">http://viewpure.com/VNglUUD7i-A</a></p> <p>Instructional Plan: Pass out the TISSUES graphic organizer- instruct students to fold in half, cut along the lines and have students write the title Causes of Civil War at the bottom. Review the causes of Civil War by having students write summaries behind each letter on the graphic organizer. T-Tariffs I-Industrial vs Agricultural S-state's rights S-slavery U-Uncle Tom's Cabin E-Election of 1860 S-sectionalism</p> <p>Assessment: Students should be working on the Q3 Exam Review all week.</p>