

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, November 03, 2014

Monday, November 03, 2014
Day 48

Tuesday, November 04, 2014
Day 49

Wednesday, November 05, 2014
Day 50

Thursday, November 06, 2014
Day 51

Friday, November 07, 2014
Day 52

Grade 8 Social Studies

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Student Friendly Objective:
Students will summarize the strengths and weaknesses of the Articles of Confederation while writing notes.

Warm Up:

<http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/>
Begin class by showing the Brain Pop video on the Articles of Confederation

Instructional Plan:

1. Give each student a copy of the Articles of Confederation Graphic Organizer. Ask students what the word confederation means to them. After a brief class discussion, share the formal definition: confederation-a group of states united under a weak central government. Have students record that on their graphic organizer.

2. Give each student a copy of the Student Version of the Articles of Confederation. Introduce students to the document by reading and discussing, as a class, the preamble and first three articles. Explain that the Articles granted certain powers to the national government (introduce word-federal) while giving others to the state government. Divide students into small groups or pairs. Have half the groups read the 13 articles to find powers granted to the national government. The other half of the groups can read the 13 articles to determine powers that were given to the state governments.

4. Reconvene class and have students share their findings. Have students record their findings on their graphic organizers. Take some time to make sure that students are putting correct information on their paper.

5. Facilitate a class discussion in which students analyze their findings, focusing on the issues and concerns of the government under the Articles. Use the following questions as a guide.

- Under the Articles of Confederation,

Student Friendly Objective:
Students can explain how the Northwest Ordinance established principles for orderly expansion while writing notes.

Instructional Plan:

1. Direct Teach using the Northwest Ordinance Powerpoint and student notes. To wrap up and assess student learning- have students complete the Cartoon page questions.

2. Students will begin watching the video over Shay's Rebellion which introduces Wed. lesson
<http://viewpure.com/ZEoeK5MvEdY>

Assessment:

Thursday students will be completing an Acrostic illustrating the weaknesses of the Articles.

Student Friendly Objective:
Students can identify the causes and effects of weaknesses in the Articles of Confederation while listening to a video.

Warm Up:

Go over Revolution Quiz, discuss each question and correct answer choices.

Instructional Plan:

Finish watching the Shay's Rebellion video- have students listening for the effects of the issues listed on their handouts.

<http://viewpure.com/ZEoeK5MvEdY>

When the video ends- Go over the cause and effect handout, reviewing the events of the Rebellion. Have students record effects on their handout.

Remember to put this in context- Weak government= Change is necessary

Assessment:

Thursday students will complete a Weaknesses of the Confederation chart which will include aspects of Shay's Rebellion.

Student Friendly Objective:
Students will summarize the weaknesses of the Articles of Confederation while collaborating with peers.

Instructional Plan:

1. Place students in mixed ability pairs prior to class starting
2. Explain to students that they will be analyzing eight features of the Articles of Confederation. They will be given placards with written and visual information that explain each characteristic. They will analyze each card and record their findings on the matrix.
3. Make enough copies of the placards to have students only in pairs not large groups.
4. Time the students so that they have enough time to read the placard and record answers on the matrix- have students pass all at once.
5. Once all placards have been read and recorded, follow up by do a direct teach and clarify the answers on each.
6. Hold a class discussion where you discuss the following questions:
What were the key features of the Articles?
Why do you think the Continental Congress shaped the Articles of Confederation the way they did?
What major problems were created by the Articles?
What changes need to be made?

Assessment:

Students will complete the Spell-Out for Articles an acrostic where each sentence begins with a word that describes the weaknesses of the Articles.

Student Friendly Objective:
Students will identify vocabulary for the new unit while listening and writing.

Warm Up:

1. Students will watch the video Liberty Kids: We the People. It summarizes the need for and actions of the Continental Congress.
<http://viewpure.com/Ceb1wkSamG4>
2. Students will answer video questions as they watch which will serve as notes later.

Instructional Plan:

1. Students will be introduced to the new Vocabulary for the Constitution unit.
2. Students will define words

Assessment:

Video questions and vocabulary will both be used as formative assessment.

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how did the national government fund its programs?

- What did the monetary system look like?

- How were the national laws enforced?

- How were amendments to the Articles enacted?

- What was necessary to pass new laws?

- What was the role of the executive branch?

Have students record these answers on the graphic organizer.

Assessment:

On Thursday students will create and Acrostic illustrating the weaknesses of the Articles.

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