

Lesson Plans for Rebecca Farr, Evans Middle School

Week of Monday, September 22, 2014

Monday, September 22, 2014
Day 20

Tuesday, September 23, 2014
Day 21

Wednesday, September 24, 2014
Day 22

Thursday, September 25, 2014
Day 23

Friday, September 26, 2014
Day 24

Monday, September 22, 2014
Day 20

Tuesday, September 23, 2014
Day 21

Wednesday, September 24, 2014
Day 22

Thursday, September 25, 2014
Day 23

Friday, September 26, 2014
Day 24

Grade 8 Social Studies

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Student Friendly Objective:
Students can analyze how the British economic policies following the French and Indian War cause the American Revolution while drawing scenes from the war.

Warmup:
BrainPop-French and Indian War

Instructional Plan:

As a class or in partners, students will read the French & Indian War background information handout. Encourage students to highlight or underline main ideas and briefly discuss as a class to check for understanding.

Using the textbook pages 130-136 and background information handout, students will complete the French & Indian War comic strip handout by illustrating and writing about the causes, major events, and effects of the war in sequence.

Assessment:
Take up the comic strip for a formative grade.

Student Friendly Objective:
Students can analyze the causes of the American Revolution while sharing in cooperative learning interactions.

Prior to the day's lesson put desk into groups of 3.

Warmup:

School policies letter

Instructional Plan: Will take 2 days
Pass out the Colonial Unrest Chart to each student.
Students will work with their group to read 1 placard at a time- there are 9 total so you need to set a time limit (5-10 min) and have them pass all at the same time. The students will read their placard and look at the picture. On the chart they will record "What happend" by summarizing the key points of the placard.

Students will then rank each placard on the Unrest O Meter. Explain prior to starting that the ranking is from 1- 10. 1 being it bothered the colonist very little, to 10 it was a huge issue and colonists were very upset. Explain to them that as they go farther into the activity they will need to compare the events to pick a rating. Was this event better or worse than the others we have read?

Last for each placard they need to justify their rating. Why do they think it deserves a 1 or a 5 or a 10?

Once all placards are complete, lead students in a discussion about their ratings. What was the highest, why?

Instructional Plan: Day 2

Pass out the Colonial Unrest Chart to each student.
Students will work with their group to read 1 placard at a time- there are 9 total so you need to set a time limit (5-10 min) and have them pass all at the same time. The students will read their placard and look at the picture. On the chart they will record "What happend" by summarizing the key points of the placard.

Students will then rank each placard on the Unrest O Meter. Explain prior to starting that the ranking is from 1- 10. 1 being it bothered the colonist very little, to 10 it was a huge issue and colonists were very upset. Explain to them that as they go farther into the activity they will need to compare the events to pick a rating. Was this event better or worse than the others we have read?

Last for each placard they need to justify their rating. Why do they think it deserves a 1 or a 5 or a 10?

Once all placards are complete, lead students in a discussion about their ratings. What was the highest, why?

Student Friendly Objective:
Students can explain the role of significant individuals during the American Revolution and identify their perspective while sharing in cooperative learning interactions.

Warmup:
Perspective Lesson- Discuss with the students the meaning of the word Perspective and go over the Perspectives of each side in the War. (illustration in the smartnotebook file)

Have students stay in the same groupings from the previous lesson.

Instructional Plan:
Give each group a copy of their person (perspective they represent)
Give them a few minutes to read the background information and talk about their perspective.
Tell them that we will have 3 events for them to voice an opinion and provide perspective on. So each person in their group will be responsible for speaking up and providing their perspective one time during this lesson.

Begin by having each group "introduce themselves" and explain who they represent.

Present the first event-Boston Massacre- be sure to provide input and information to the students.

(illustration and video links in smartnotebook file)
Allow 3-5 minutes for students to discuss their perspective in their group.
Then presenters will speak up and tell the class their opinion. Students will record data on their perspectives chart.

Repeat this process for Boston Tea Party and Tarring and Feathering.

Wrap up by discussing the perspectives. Stress the differences between British Loyalists and Patriots.

Assessment:
Students will write an editorial piece from a loyalist or patriot perspective.

Student Friendly Objective:
Students can analyze the causes of the American Revolution while summarizing the perspective of a loyalist or patriot.

Assessment:
Students will choose one of the 3 events from yesterday's lesson to demonstrate their understanding of perspectives on the colonial rebellion.

Students will complete the prewriting page with their seatmate- be sure to discuss with them that they need to use the prior knowledge from this week to help them remember and write a perspective from BOTH sides of the issue.

Then each student need to choose one of the perspectives from which to write their editorial. Pass out the requirements for the editorial and explain to students that this will be a summative grade. They need to write a rough draft and are encouraged to have someone read and edit prior to their final copy.

Friday will be prewriting and rough draft, Monday will be final copy. After Monday students will have until Thursday to complete their writing on their own time and turn it in.