CMS Lesson Plan

Teacher:Carter ,Hamby,Kizziah Lesson Date: 10/19-10/23/15

Subject: 7th Grade Social Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7G8 Describe the diverse cultures of the people who live in Southwest Asia (Middle East).** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Monday (assessment: quiz)** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*   1. Explain the differences between an ethnic group and a religious group. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  ***Review Notes on Government and Economic Systems:***  ***What are the 3 basic questions that every economic system must answer?*** |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there*  Assessment on Government and Economic Systems |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  ASSESSMENT |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  **After Assessment: Students will write a paper ( 3 paragraphs) comparing and contrasting the difference between autocratic, oligarchaic, and democratic processes. If not finished in class it becomes homework.** |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Assessment today** |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Self-Reflection on test: Student will answer how well they believe they performed on the test and they will give their answer on why they performed the way in which they did. If they do not believe they did well they will explain what they would do differently in the future on the next exam/ quiz.** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)Include for students who need examples of conflict and change to assist in their learning.* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes: Notes not utilized for test** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7H2 Analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**   1. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict. | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Tuesday/Wednesday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will examine the collapse of the Ottoman Empire and European partitioning.   1. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  *What do you think would happen if you were forced to live with your enemy?*  *What would happen if someone who did not live in your home mad the decisions for you and your parents without consulting your parents for their input?* |  |
| 15min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there*  *“Suleiman, Leader of the Ottoman Empire” Discovery Learning Video*  *This Video Presentation gives students an opportunity to see the Ottoman Empire BEFORE the Partitioning by Britain.* |  |
| 20min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge],*  **(1) Reading : “The Ottoman Empire & the San Remo Agreement”**  **(2) Unpacking the Standard Handout ( For use during this Unit)** |  |
| 20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process  **After the reading Aloud: Each group will summarize a key point of the Ottoman Empire & San Remo Agreement** |  |
| min | * **Independent Practice**: *(individual practice, discussion, writing process.)*   **Students will answer the questions at the end of the reading including definitions and timeline** |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Oral Check of Understanding in Groups by asking review Questions |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Projector, Copies of questions for students available as handout when necessary |
| **Notes: Ottoman Empire San Remo Agreement, Palestine, Israel, Partitioning, Zionism, Jews, Nationalism**  **Homework: Finish Questions, review notes, work on Unpacking the Standards Handout** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7H2 Analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**   1. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Thursday/ Friday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*   1. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Clip of the Holocaust & inhumane treatment of the Jes.: Discovery Learning  After viewing clip. Student will discuss how they believe Jews felt after the Holocaust. Do they believe they could call a place of such devastation home? |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*   1. Notes for Study Guide for the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. 2. Continue to Unpack the Standards: Handout |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Student will answer questions from the study guide in groups. Students will also take Cornell Notesfrom the study guide. |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Student will show the pros and cons of creating the State of Israel. The will detail why it should have been done, and the student will give their analysis of a better way it could have been done more effectively. |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will write 3 facts they learned and what they need clarification concers. |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  DLIQ |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes: Notes: Ottoman Empire San Remo Agreement, Palestine, Israel, Partitioning, Zionism, Jews, Nationalism**  **Homework: Finish Questions, review notes, work on Unpacking the Standards Handout**  Notes Continued: Vocabulary:Continuity Change, Conflict, Partitioning, Ottoman Empire, Israel, Holocaust, Anti-Semitism, Zionism, Persian Gulf, Afghanistan, Iraq |

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