

7th Grade World History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>TSWBAT decode informational text to complete a graphic organizer on ancient languages.</p> <p>TSW will use reading skills to complete a graphic organizer on ancient languages.</p>	<p>TSWBAT decode informational text to complete a graphic organizer on ancient languages.</p> <p>TSW will use reading skills to complete a graphic organizer on ancient languages.</p>	<p>TSWBAT decode informational text to complete a graphic organizer on ancient languages.</p> <p>TSW will use reading skills to complete a graphic organizer on ancient languages.</p>	<p>TSWBAT Unit 3 Lesson 6.</p> <p>TSW will use oral skills to present.</p>	<p>TSWBAT Unit 3 Lesson 6.</p> <p>TSW will use oral skills to present.</p>
Vocabulary	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,
Standards	<p>Content Expectations: 7-<i>WH</i>.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards: <i>WHST</i>.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>WHST</i>.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>WHST</i>.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Expectations: 7-<i>WH</i>.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards: <i>WHST</i>.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>WHST</i>.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>WHST</i>.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Expectations: 7-<i>WH</i>.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards: <i>WHST</i>.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>WHST</i>.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>WHST</i>.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Expectations: 7-<i>WH</i>.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards: <i>WHST</i>.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>WHST</i>.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>WHST</i>.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Expectations: 7-<i>WH</i>.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards: <i>WHST</i>.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>WHST</i>.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>WHST</i>.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Lesson Abstract:**

**In this lesson, students are introduced to several technological innovations that changed the way people lived, worked, and interacted during Era 2. Specifically, students explore pottery, plows, irrigation, woven textiles, metallurgy, and wheels and wheeled vehicles. Through the use of maps and images in a PowerPoint presentation, students engage in a series of informal writing and discussion activities. They then extend their thinking by reading and analyzing secondary historical documents to answer the question of how technology changed human lives during this era. They read and think about the Bronze Age as they consider the ways in which metal technologies in particular changed human societies.**

## 8th Grade U.S. History

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Objectives</b>	<p>TSWBAT use technology for reviewing for a test (Moodle)</p> <p>Students will use reading skills to decode an informational text's questions.</p>	<p>TSWBAT take a Chapter 11 test.</p>	<p>TSWBAT decode the text from reading Chapter 12.1</p> <p>Students will use reading skills to decode a text.</p>	<p>TSWBAT decode the text from reading Chapter 12.2</p> <p>Students will use reading skills to decode a text.</p>	<p>TSWBAT decode the text from reading Chapter 12.3</p> <p>Students will use reading skills to decode a text.</p>
<b>Long Term Items</b>	<p>1. Wrap up the essay questions from the War of 1812 Primary Source Study as a test for the Moodle to MiStar functions. Students will use <b>writing</b> skills to synthesize informational text. Additional information is found in Moodle.</p>				
<b>Vocabulary</b>	<p>Miguel Hildago, Simon Bolivar, James Monroe, John Quincy Adams, self-government.</p>		<p>social reform, predestination, Charles Finney, revival, temperance movement, prohibition, Dorothea Dix, public school, Horace Mann</p>	<p>abolitionist, William Lloyd Garrison, Frederick Douglass, Harriet Tubman</p>	<p>Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.</p>
<b>Standards</b>	<p><b>Content Expectations</b>  <i>8 – U3.3.7.</i> Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact<sup>1</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><i>8 - F1.1:</i> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> <li>colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>changing interactions with the royal government of Great Britain after the French and Indian War.</li> </ul> <p><i>8 - F1.2:</i> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> <li>colonists' views of government</li> <li>their reasons for separating from Great Britain.</li> </ul> <p><i>8 - F1.3:</i> Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> <li>birth of an independent republican government</li> <li>creation of Articles of Confederation</li> <li>changing views on freedom and equality</li> <li>and concerns over distribution of power within [and between] governments, between government and the governed, and among people.<sup>2</sup></li> </ul> <p><i>8 – U3.3.1:</i> Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western land).</p> <p><i>8 – U3.3.2:</i> Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p> <p><small><sup>1</sup>This expectation uses the phrase "social compact." This unit uses the term "social contract" as interchangeable with "social compact" since many sources refer to it as a "contract" rather than "compact."  <sup>2</sup>Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.</small></p>	<p><b>Content Expectations</b>  <i>8 – U3.3.7.</i> Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact<sup>1</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><i>8 - F1.1:</i> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> <li>colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>changing interactions with the royal government of Great Britain after the French and Indian War.</li> </ul> <p><i>8 - F1.2:</i> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> <li>colonists' views of government</li> <li>their reasons for separating from Great Britain.</li> </ul> <p><i>8 - F1.3:</i> Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> <li>birth of an independent republican government</li> <li>creation of Articles of Confederation</li> <li>changing views on freedom and equality</li> <li>and concerns over distribution of power within [and between] governments, between government and the governed, and among people.<sup>2</sup></li> </ul> <p><i>8 – U3.3.1:</i> Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western land).</p> <p><i>8 – U3.3.2:</i> Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p> <p><small><sup>1</sup>This expectation uses the phrase "social compact." 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Reformers project coming sometime this week.

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