**Teacher:** Paul Perez **Date:** Week of: Monday, March 09, 2020 to Friday, March 13, 2020 ( 5th Six Weeks- 3 of 6) **Subject:** Social Studies Grade Level: 7th

**The 3 most effective factors that yields success: common, content-rich curriculum, Cold-calling, 90-120 min. of daily reading and writing.**

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| **Content Objectives (I, the student, will):** * Ch. 15 North & South Lesson 4 People of the South – Students will:
* **identify and evaluate**how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s
* **understand cause-and-effect**relationships between immigration and its impact on cities and industry in the North
* **analyze and compare**the economies of the North and South
* **analyze and describe**the living conditions of enslaved African Americans in the South and the unique culture they developed

And, Ch. 16-The Spirit of Reform Lesson 1-Social Reform, & Lesson 2 The abolitionists-* **explain** how the Second Great Awakening led to an interest in social reform
* **identify** and analyze major reform movements and who led them
* **identify** transcendentalist authors and describe their work
* **trace** the development of the abolitionist movement
* **identify** abolitionist leaders and their actions
* **contrast**the arguments for and against abolition
* **analyze** the impact of the Seneca Falls Convention on the women's reform movement
* **identify** and analyze changes in education for women
* **evaluate** the result of how women's rights in marriage, family, and careers expanded
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| **Language Objectives/ ELPS (student friendly):**Learning Strategy ELPS:1B I’ll pay attention to what I write and say so I can fix mistakes I make  |
| Listening ELPS: 2B I’ll be able to notice in new words parts of English I  |
| Speaking ELPS: 3E I’ll share information with my classmates when we work in groups |
| Reading ELPS: 4G I’ll show that I can understand complex English by doing shared reading, retelling, answering questions and talking notes on what I’ve read about |
| Writing ELPS: 5F When I write, I’ll use lots of different sentence patterns, sentence lengths, and connecting words that combine phrases, clauses and sentences |

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| **Daily Lesson Cycle Activity** | Approx. Duration | **Monday, March 9, 2020** | Tuesday, March 10, 2020 | Wednesday, March 11, 2020 | Thursday, March 12, 2020 | Friday, March 13, 2020 |
| **TEKS Knowledge (Main)** | n/a | **TEKS Strand**: (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: | **TEKS Strand**: (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: | **TEKS Strand**: (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to: | **TEKS Strand**: (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: | **TEKS Strand**: (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: |
| **TEKS Skill** | n/a | - TEKS Skill:7(B) compare the effects of political, economic, and social factors on slaves and free blacks; | - TEKS Skill:23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed; | - TEKS Skill:25(B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and | - TEKS Skill:27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts; | - TEKS Skill:21(B) describe the importance of free speech and press in a constitutional republic; and |
| **TEKS Knowledge (Secondary)** | n/a | **TEKS Strand**: (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: | **TEKS Strand**: (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: | **TEKS Strand**: (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | **TEKS Strand**: (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: | **TEKS Strand**: (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to: |
| **TEKS Skill** | n/a | - TEKS Skill:23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and | - TEKS Skill:27(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and | - TEKS Skill:30(C) create written, oral, and visual presentations of social studies information. | - TEKS Skill:29(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and dra | - TEKS Skill:24(A) describe and evaluate the historical development of the abolitionist movement; and |
| **Spiraled Activity:** *(Warm-Up) What does the data indicate? Entry Ticket/Do Now* | **10mins** | Do NowContrast the differences between the North & South. | Do Now Use two of the vocabulary words in a sentence that shows their meaning and relationship.  | Do NowWhat was the effect of the Second Great Awakening?  | Do NowHow did Samuel Howe help people with vision impairments?  | Do Now Where is Liberia and why is it important to this lesson? |
| **Focus:** What activities will you use to focus students on the lesson of the day? Daily Lesson Plan Overview-Intro. | **5mins** | Ch. 15 Lesson 4  Use the *Early African American Christians*VideoView the video with students. Ask: Why do you think many enslaved African Americans turned to religion, specifically **Christianity?** *(Possible answers: They found comfort and consolation in religion, and they may have hoped that faith would bring them freedom.)* **Why do you think Andrew Bryan continued his mission even though he was persecuted by the whites of Savannah?** *(Possible answers: His white owner allowed Bryan to use his rice barn as a church which Bryan probably saw as approval for his congregation.)***What made the whites of Savannah hostile toward Bryan’s church?***(Possible answers: They were afraid Bryan and his congregation might try to end slavery; they also didn’t want African Americans to have control over any part of their own lives.)* Invite interested students to research information about African American spirituals to find audio recordings to share with the class. **TEKS:** Content 23D**Use the Guided Reading Activity *Lesson 4: People of the South* Worksheet**Give students note-taking tool at the beginning of the lesson. As they read and study the lesson, they will fill in the blanks in sentences about Southern agriculture and describe the lives of enslaved people.From the Guided Reading Handout |  Continue from previous day |  Chapter 16 Lesson 1**Use the Chapter Opener Image**Ask a volunteer to read *The Story Matters* aloud, or play the audio clip of the narrator reading it. Have students speculate about some of the choices Emily Dickinson made during her life. **Ask:****Why do you think Emily Dickinson did not choose to travel or meet most visitors?***(Answers will vary. Possible answers: She might have wanted to spend more time writing poetry. She might have simply enjoyed being alone.)***Do you think there was any significance to Dickinson’s choice to dress in only white? Why or why not?** *(Students may or may not think there is any significance to the color choice. They should be able to explain their responses. Possible answer: The color white sometimes represents purity or cleanliness. Dickinson might have wanted her thoughts to be “pure” or “clean” as she was writing.)*Suggest that students conduct additional research to see w | Continue from previous day | Chapter 16 Lesson 2Use the Underground Rrailroad VideoTell students that they will learn about the Underground Railroad, a network of escape routes for enslaved people. After students have watched the video, ask: Why do you think there is such a variation in the number of enslaved people (30,000 to 100,000) who the Underground Railroad is thought to have helped to freedom? (Possible answer: Since the operation was secretive and spread over a wide territory, it was hard to pinpoint the exact number of people who escaped slavery.) In the video, Harriet Tubman is remembered as “The Moses of Her People.” What is meant by that description?(Possible answer: Like Moses, who led the Israelites out of slavery in Egypt, Harriet Tubman led enslaved people from the South to freedom in the U.S. North.) TEKS: Content 22B; Content 22B; Content 23E; Content 24A; Content 26A Use the video to begin a conversation on the abolitionist movement |
| **Instructional delivery/Modeling:** Explicitly delineate how you present the lesson. Direct Instruction? Small Group? | 5-10Mins. | **Use the *Outline*Graphic Organizer**Before students read Lesson 4, have them use an outline graphic organizer to organize the information in the lesson. Students should include the major heads and subheads in their outlines. Remind students that the main heads tell the main ideas.Each main head is set off by a Roman numeral followed by a period. Subheads give supporting details. Each one is set off by a capital letter followed by a period. Review with students that details give specific facts about the subheads. They are placed after numbers about a subhead. A detail is set off by a number followed by a period. Tell students they can include as many levels of details as they want to outline the lesson. | Teacher models a foldable to summarize the lesson | discuss the educational opportunities Dickinson had and whether she might have continued in college if more opportunities had been available to her. **Ask:****Why do you think few of her poems were published while she was alive?***(Students might note her shyness and that it may have been difficult to get a woman’s poems published.)***How might Dickinson’s life and poetry have been changed if she had continued her education, or would it have changed at all? For example, would her poems have been as famous, or would she have written as many poems? Why or why not?***(Answers will vary, but any answer supported by good reasons is acceptable.)*Tell the class that in this chapter they will learn more about how women worked to increase their opportunities for education and careers, and to expand their legal rights. Then tell students that this chapter is about reform and change. **Ask:****Do you know anyone who tried to change a situation they thought was unfair? How did they do it?***(Answers will depend on student experiences.)* |  . | Tell students that at one time smoking cigarettes was common and acceptable in restaurants, in hospitals, and on airplanes. Ask: What do you think of this behavior? (Students will likely think this behavior is totally unacceptable.) Point out that ideas once accepted as normal can later seem totally ridiculous or unacceptable, and vice versa. TEKS: Process 29DAsk: What do you think happens to make people change their views about what is acceptable? (Students will probably comment that some people object to the behavior and over time more and more people see that objecting makes sense.) Lead students to understand that attempts to change accepted behaviors can lead to tension and conflict. Tell students they will be learning about efforts to abolish, or end, slavery in the United States. Ask: What conflicts might result from those efforts? (People who wanted to keep slavery, such as plantation owners, might get angry with those who wanted to end it.) Tie in to abolitionist movement  |
| **Checking for Understanding:** *How will you assess and monitor student understanding through the lesson? Be sure to write down 3 to 4 DOK questions Use Cold Calling***.** |   | **How does technology change the way people live?****How do people adapt to their environment?****Why do people make economic choices?** |  **continued** | **What is civil disobedience?** *(refusing to obey laws you consider unjust)***What was Thoreau’s point in refusing to pay his taxes?** *(He argued that the Mexican War was wrong and he should not have to help pay for it.)***Where did Emerson advise people to look for guidance on their behavior?** *(He told them to listen to their conscience.)***In what way did both these thinkers want people to transcend?** *(They wanted people to separate themselves from the rules of society and think for themselves.)* |   | Click or tap here to enter text.Use the Elijah Lovejoy Biography Interactive ImageUse the interactive image of Elijah Lovejoy to review with students the violence that broke out in the North because of the abolitionist movement. Ask:Why do you think angry citizens wrecked Elijah Lovejoy’s presses? (They wanted him to stop speaking out against slavery, but he obviously kept replacing the presses.)What finally happened to Lovejoy? (He was shot and killed when he came out of his burning office.) DI for AL TEKS: Content 23C; Content 24A; Process 29BDI HeadDI for ELL Visual/Spatial, Verbal/Linguistic Have students orally create sentences that specifically use linking verbs to describe the visual and written information from the interactive image. (Possible answers: The warehouse was on fire in this picture. The pro-slavery mob was angry with Elijah Lovejoy. His printing presswas in the warehouse.) TEKS: Process 30B |
| **Guided Practice:** *Under your supervision, students are given the chance to practice and apply the skills you taught them through the instructional delivery. Choose CIF, ELPS, and Supplemental Strategies that will enghage all astudent groups CGW, WTL, S, CT, LG, Q (Literacy is crucial* | 5-10mins. |  Encourage students to refer to their outlines as they read each section of the lesson. They can add details as necessary to make their outline useful as a study guide. To reinforce this information, have students write a sentence to describe the main idea of each major head. Remind students to write complete sentences. | continued | **Use the *Thoreau's Spiritual Explorations*Video**Show the video to your students and begin a discussion about the importance of nature to Henry David Thoreau. **Ask: What do you think Thoreau was looking for in the Maine Woods?** (*Possible answers: an understanding of people and their ways; a spiritual connection*) **Ask: Why was Thoreau so interested in what the Native Americans were able to teach him?** (*Possible answer: Their connection to and respect for nature was so great.*) Thoreau was part of the literary movement called Transcendentalism. Among other things, transcendentalism stressed the relationship between people and nature. Thoreau weaved this into his poems and stories, and often challenged readers to focus on the significance of this relationship and how our attitudes and actions are important.  **Ask: How might the spirit of reform in the 1800s have changed people’s views about their relationship with nature?** (*Students might see that attitudes of reform could instill in people a sense of respect for nature*.) Explain that the social reform movement affected the literature of the United States, making it unique to American culture and reflecting the changes in American society at that time in history **TEKS:** Content 26B |   | Take the role of a conductor on the Underground Railroad. Use a comic book foldable with 6 windows to write and draw an explanation for why you are willing to help African Americans escape from slavery to freedom. You may draw |
| **Independent Practice:** *List the assignment(s) that will be given to the students to ensure they have mastered the skill without teacher guidance. Include homework, projects, etc.*  | 20mins. |  Continue the outline process | Students to summarize their reading as hashtags based on their outline process. | **Discuss the Second Great AwakeningAfter students have read the first two paragraphs of the lesson, discuss with them the importance of a revival to spreading religious interest in the 1800s. Ask: Why was this wave of religious interest called the Second Great Awakening? *(A First Great Awakening had occurred in the mid-1700s.)* Ask: Why did this revival take place? *(Some Americans thought the country was too secular.)*Have students make a list of the events and reforms that occurred as a result of the Second Great Awakening. Have students share their lists. TEKS: Content 25B** | Students will read the guided reading section and post 4 additional summary sentences as hashtags or post it notes | continued |
| **Closure:** *How will you wrap the lesson? Utilize Exit Ticket to determine areas that need to be addressed the next day.*  | 5mins. | Why do you think enslaved African might need identification tags when they were away from their plantation? |  Briefly explain how slave codes were used to control enslaved people in the south? |  Write a sentence explaining how a)revival, b) utopia, & c)temperance were related during the period of social reform. |  *Discuss with a partner what question you would like discussed and answered by next class.* |  Use the term abolitionist in a sentence about the mid-1800’s. |
| **Evidence of Student Learning***: How will students demonstrate mastery at the end of the lesson?* |  | See next day | Students to take the 10-question summative quiz for the chapter. | Students create modified Freyer with all terms to know(vocabulary) |  Continue previous days evidence. |  Students create a comic book story about the Underground Railroad. |

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| **CIF strategies used:(x all that apply)** | **Scaffolding****[x]**  | **Collaborative Group****[x]**  | **Literacy Group** **[ ]**  | **Classroom Talk****[x]**  | **Questioning** **[x]**  | **Writing to Learn** **[ ]**  |

Supplemental:

Modified Frayer Model Poster and sample

Handouts Guided Reading

Foldables

Summaries

Ch. Summative quiz