

Name: C. Mason

Lesson Plans for Week 14 Nov. 3rd - Nov. 7th, 2014

7TH GRADE

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>Standard: SS7H2 Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain 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.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>Essential Question: How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</p> <p>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</p> <p>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</p> <p>Enduring Understanding: Conflict, between or within societies, results in change.</p>	<p>Opening: (5-10 minutes) Vocabulary for Israeli-Palestinian historical conflict (matching)</p> <p>Work Period: 35-40 minutes 1) Students will take notes on historical reasons for conflict between Israelis and Palestinians and write a summary. 2) Students will create a foldable "Zionism and the Creation of Israel" 2) Students will view a power point about specialization as it relates to pencils.</p> <p>HW: (1) National History Day topic page due Thursday (2) Political Cartoon # 4 due Friday (the Middle East)</p> <p>Closing: 5-10 minutes One paragraph connecting specialization and globalization</p> <p>Literacy/WICOR Component: Summary of notes, closing</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: Jewish Diaspora, pogrom, ethnic cleansing, anti-Semitism, Arab Nationalism, Zionism, partition, Holocaust</p> <p>DOK: (Level 1) Categorizing information, notes (Level 2) Summarizing (3) Connecting and relating different topics</p> <p>Differentiated Instruction: Students teaching the information; foldable; vocabulary matching; summarizing; political cartoon analysis</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input checked="" type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Tuesday	Standard:	NO SCHOOL: TEACHER WORKDAY	Whole Group	Student Conferencing
	Essential Question:	Opening: (5-10 minutes)	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	Enduring Understanding:	Work Period: 35-40 minutes	Cooperative Group	Performance Task
		HW:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
		Closing: 5-10 minutes	Flexible Group	Project
		Literacy/WICOR Component:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
		Formative Assessment:	Collaborative Pair	Class Presentation
		Vocabulary:	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
		DOK:	Centers/Stations	Test
		Differentiated Instruction:	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
			Technology Use:	Quiz
			Teacher:	<input type="checkbox"/> Yes
			Student:	Homework
				<input checked="" type="checkbox"/> Yes
				Ticket Out The Door
				<input checked="" type="checkbox"/> Yes
				CPS Response
				<input type="checkbox"/> Yes

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Wednesday	<p>Standard: SS7H2 Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain 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.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>Essential Question: How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</p> <p>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</p> <p>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</p> <p>Enduring Understanding: Conflict, between or within societies, results in change. :</p>	<p>Opening: (5-10 minutes) Factors leading to Arab-Israeli conflict</p> <p>Work Period: 35-40 minutes (2 days) 1) Students will go to various stations: a) Ottoman Empire Summary b) Cause and Effect: The Ottoman Empire c) Create a foldable "U.S. Conflict in the Middle East" by watching directions d) Vocabulary 2) Students will complete cloze foldable about U.S. interests in the Middle East and reasons for our involvement.</p> <p>HW: (1) National History Day topic page due Thursday (2) Political Cartoon # 4 due Friday (the Middle East)</p> <p>Closing: 5-10 minutes Two things you learned today (complete sentences) (I learned that ... I also learned that)</p> <p>Literacy/WICOR Component: Summary of notes, closing</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: Ottoman Empire, caliphate, Constantinople, Suleiman, Janissaries, economic sanctions, WMD, Al-Qaeda, terrorism, ultimatum</p> <p>DOK: (Level 1) Categorizing information, notes (Level 2) Summarizing (Level 3-4) Using prior knowledge to determine cause and effect</p> <p>Differentiated Instruction: Stations, cloze, cause and effect, following visual instructions</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Thursday	<p>Standard: SS7H2 Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain 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.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>Essential Question: How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</p> <p>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</p> <p>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</p> <p>Enduring Understanding: Conflict, between or within societies, results in change. :</p>	<p>Opening: (5-10 minutes) Ottoman Empire</p> <p>Work Period: 35-40 minutes (2 days) 1) Students will go to various stations: a) Ottoman Empire Summary b) Cause and Effect: The Ottoman Empire c) Create a foldable "U.S. Conflict in the Middle East" by watching directions d) Vocabulary 2) Students will complete cloze foldable about U.S. interests in the Middle East and reasons for our involvement.</p> <p>HW: (1) National History Day topic due NOW (2) Political Cartoon # 4 due tomorrow (the Middle East)</p> <p>Closing: 5-10 minutes Two things you learned today (complete sentences) (I learned that ... I also learned that)</p> <p>Literacy/WICOR Component: Summary of notes, closing</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: Ottoman Empire, caliphate, Constantinople, Suleiman, Janissaries, economic sanctions, WMD, Al-Qaeda, terrorism, ultimatum</p> <p>DOK: (Level 1) Categorizing information, notes (Level 2) Summarizing (Level 3-4) Using prior knowledge to determine cause and effect</p> <p>Differentiated Instruction: Stations, cloze, cause and effect, following visual instructions</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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FRIDAY	<p>Standard: SS7H2 Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain 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.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>Essential Question: How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</p> <p>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</p> <p>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</p> <p>Enduring Understanding: Conflict, between or within societies, results in change.</p>	<p>Opening: (5-10 minutes) Factors leading to Arab-Israeli conflict</p> <p>Work Period: 35-40 minutes (2 days) 1) All stations assignments will be collected 2) All political cartoons will be collected 3) Culture Day</p> <p>HW: Study for quiz</p> <p>Closing: 5-10 minutes Two things you remember about specific U.S. reasons for involvement in the Middle East (complete sentences) (I remember that ... I also remember that)</p> <p>Literacy/WICOR Component: Closing; analysis of political cartoons</p> <p>Formative Assessment: Closing; analysis of political cartoons</p> <p>Vocabulary: Ottoman Empire, caliphate, Constantinople, Suleiman, Janissaries, economic sanctions, WMD, Al-Qaeda, terrorism, ultimatum</p> <p>DOK: (Level 3-4) Analyzing political cartoons</p> <p>Differentiated Instruction: Political cartoon choice; music, food, artifacts</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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