

Name: C. Mason

Lesson Plans for Week 32: April 13-17

7th Grade

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>Standard: SS7CG6 Compare and contrast the various forms of government.</p> <p>Essential Question: What are the similarities and differences between leadership, voting rights, and personal freedoms in the Federal Republic of India, The People's Republic of China, and Japan?</p> <p>Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>Opening: (5-10 minutes) Economics in India, China, Japan, and North Korea. HW: Turn in Political Cartoon # 8, if you did not already do so.</p> <p>Work Period: (35-40 minutes) 1) Collect political cartoon # 8 after students have had the opportunity to share 2) Quick question and answer session to assess their preexisting knowledge about government and governments in Asia. 3) Students will create foldable and take notes for SS7CG6 4) Students will vote for their Supreme Leader</p> <p>HW: Study for quiz on economics in selected Asian countries.</p> <p>Closing: Write 1-2 sentences for each country (India, China, and Japan) describing their respective governments.</p> <p>Literacy Component (Activities designed to address reading and writing standards): Political cartoon; foldable and notes</p> <p>Differentiated Instruction: Question and answer to determine preexisting knowledge; foldable; simulation</p> <p>Vocabulary: Unitary; confederate, federal; autocracy; oligarchy; democracy; presidential democracy; parliamentary democracy; ceremonial; bicameral; unicameral; citizen</p> <p>http://7thglobalstudies.weebly.com/unit-v---east-asia.html</p>	<p><u>Whole Group</u> Yes</p> <p><u>Flexible Group</u></p> <p><u>Collaborative Pair</u></p> <p><u>Centers/Stations</u></p> <p>Technology Use: Teacher:</p> <p><u>Student:</u> Power Point</p>	<p><u>Student Conferencing</u></p> <p><u>Performance Task</u></p> <p><u>Project</u></p> <p><u>Class Presentation</u></p> <p><u>Test</u></p> <p><u>Quiz</u> Yes</p> <p><u>Homework</u> Yes</p> <p><u>Ticket Out The Door</u> Yes</p> <p><u>CPS Response</u></p>

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Tuesday	<p>Standard: SS7CG6 Compare and contrast the various forms of government.</p> <p>Essential Question: What are the similarities and differences between leadership, voting rights, and personal freedoms in the Federal Republic of India, The People's Republic of China, and Japan?</p> <p>Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>Opening: (5-10 minutes) Economics in India, China, Japan, and North Korea.</p> <p>Work Period: (35-40 minutes) 1) Quiz: economics and Asia 2) Go over correct answers 3) Students will work in mixed ability groups(using Lexile scores) to complete a DBQ on the constitution of Japan.</p> <p>HW: Finish DBQ</p> <p>Closing: Write 3 sentences stating your opinion of Japan's constitution along with your reasoning.</p> <p>Literacy Component (Activities designed to address reading and writing standards): Quiz; DBQ; closing</p> <p>Differentiated Instruction: Mixed ability groups based on Lexile scores</p> <p>Vocabulary: Unitary; confederate, federal; autocracy; oligarchy; democracy; presidential democracy; parliamentary democracy; ceremonial; bicameral; unicameral; citizen; DBQ; constitution; emperor</p> <p>http://7thglobalstudies.weebly.com/unit-v---east-asia.html</p>	<p><u>Whole Group</u> Yes</p> <p><u>Cooperative Group</u> Yes</p> <p><u>Flexible Group</u></p> <p><u>Collaborative Pair</u></p> <p><u>Centers/Stations</u></p> <p><u>Technology Use:</u> Teacher: Student:</p>	<p><u>Student Conferencing</u></p> <p><u>Performance Task</u> YES</p> <p><u>Project</u></p> <p><u>Class Presentation</u></p> <p><u>Test</u></p> <p><u>Quiz</u></p> <p><u>Homework</u> YES</p> <p><u>Ticket Out The Door</u> YES</p> <p><u>CPS Response</u></p>

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Lesson Plans for Week 32: April 13-17

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Wednesday

Standard: SS7H3 Analyze continuity and change in southern and eastern Asia leading to the 21st century

a. Describe how nationalism led to independence in India and Vietnam

b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.

c. Explain the role of the United States in the rebuilding of Japan after WWII

d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.

e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

Essential Question:

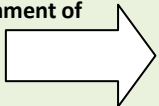
How did nationalism lead to independence in India and Vietnam?

What was the impact of Gandhi's belief in non-violent protest?

What was the role of the U.S. in the rebuilding of Japan after WWII?

How did communism influence china in terms of Mao Zedong, the Great Leap forward, the Cultural Revolution, and Tiananmen Square?

What were the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism?



Opening: (5-10 minutes) Economics in India, China, Japan, and North Korea.

Work Period: (35-40 minutes)

1) Collect DBQ's which were to be completed for homework.

2) Teacher will work with small groups based on data reflected in economies of Asia assessment.

3) Students will use textbooks and Coach books to complete a graphic organizer comparing India and Vietnam in their quest for independence.

HW: Start studying by having an adult ask you any 10 questions from your warm-up journal OR from your interactive notebook.

EXTRA CREDIT: Begin working on power point project of Gandhi; respond to all writing prompts and directives beginning with writing prompt on slide # 25. Entire project will be due Friday, April 24.

Closing: Compare and contrast India and Vietnam in their quest for independence.

Literacy Component (Activities designed to address reading and writing standards): DBQ; closing; graphic organizer

Differentiated Instruction: Data-based remediation groups; graphic organizer

Vocabulary: DBQ, non-violence, passive resistance, nationalism, independence,

<http://7thglobalstudies.weebly.com/unit-v---east-asia.html>

Enduring Understanding:

When there is conflict between or within societies, change is the result.

Whole Group

YES

Cooperative Group

Flexible Group

Yes

Collaborative Pair

Centers/Stations

Technology Use:

Teacher: Video

Student: Video

Student Conferencing

Yes

Performance Task

Project

Class Presentation

Test

Quiz

Yes

Homework

YES

Ticket Out The Door

YES

CPS Response

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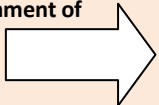
How did nationalism lead to independence in India and Vietnam?

What was the impact of Gandhi's belief in non-violent protest?

What was the role of the U.S. in the rebuilding of Japan after WWII?

How did communism influence china in terms of Mao Zedong, the Great Leap forward, the Cultural Revolution, and Tiananmen Square?

What were the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism?



Opening: (5-10 minutes) Quest for independence in India and Vietnam

Work Period: (35-40 minutes)

- 1) Students will complete a foldable about Mahandas Gandhi
- 2) Teacher will work with small groups based on data reflected in economies of Asia assessment.
- 3) Students will read a play about Gandhi's life.
- 4) Students will watch brief video about Gandhi.
- 5) Students will use power point to take notes about Vietnam's struggle for independence.

EXTRA CREDIT: Begin working on power point project of Gandhi; respond to all writing prompts and directives beginning with writing prompt on slide # 25. Entire project will be due Friday, April 24.

HW: Finish today's assignments. Continue studying by having an adult ask you any 10 questions from your warm-up journal OR from your interactive notebook.

Closing: Compare and contrast Gandhi and MLK (2 ways in which they are alike and 2 ways in which they were different).

Literacy Component (Activities designed to address reading and writing standards): Foldable, play, Cornell notes with summary

Differentiated Instruction: Data-based remediation groups; foldable; drama; video

Vocabulary: DBQ, non-violence, passive resistance, nationalism, independence,

<http://7thglobalstudies.weebly.com/unit-v---east-asia.html>

Whole Group
YES

Cooperative Group
Yes

Flexible Group

Collaborative Pair

Centers/Stations

Technology Use:
Teacher: Power Point

Student:

Student Conferencing
Yes

Performance Task
YES

Project

Class Presentation

Test

Quiz

Homework

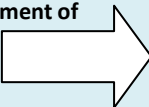
Ticket Out The Door
YES

CPS Response

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