N	Name: C. Mason Lesson Plans for Week 32: April 13-17			
	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
	contrast the various forms of	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.	Yes	Student Conferencing Performance Task
	What are the similarities and differences between leadership,	share		<u>Project</u>
	freedoms in the Federal Republic	2) Quick question and answer session to assess their preexisting knowledge about government and governments in Asia.	<u>Centers/Stations</u>	Class Presentation
	China, and Japan?	3) Students will create foldable and take notes for SS7CG6 4) Students will vote for their Supreme Leader	Technology Use: Teacher:	<u>Test</u>
	Enduring Understanding: As a society increases in complexity and interacts with	HW: Study for quiz on economics in selected Asian countries.	Student: Power Point	Quiz Yes
ay	other societies, the complexity of	Closing: Write 1-2 sentences for each country (India, China, and Japan) describing their respective governments.		<u>Homework</u> Yes
Mo		Literacy Component (Activities designed to address reading and writing standards): Political cartoon; foldable and notes		Ticket Out The Door Yes
		Differentiated Instruction: Question and answer to determine preexisting knowledge; foldable; simulation		CPS Response
		<u>Vocabulary</u> : Unitary; confederate, federal; autocracy; oligarchy; democracy; presidential democracy; parliamentary democracy; ceremonial; bicameral; unicameral; citizen		
		http://7thglobalstudies.weebly.com/unit-veast-asia.html		

Name: C. Mason Lesson Plans for Week 32: April 13-17 7th Grade

T 4	anic. C. Mason	Lesson hans for week je. April 15 17		/ cir diade
	Standard: SS7CG6 Compare and contrast the various forms of	Opening: (5-10 minutes) Economics in India, China, Japan, and North Korea.	Whole Group Yes	Student Conferencing
Tuesday	contrast the various forms of government. 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? Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.	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. HW: Finish DBQ Closing: Write 3 sentences stating your opinion of Japan's constitution along with your reasoning. Literacy Component (Activities designed to address reading and writing standards). Quiz: DBQ: closing.	Yes Cooperative Group Yes Flexible Group Collaborative Pair Centers/Stations Technology Use: Teacher: Student:	Student Conferencing Performance Task YES Project Class Presentation Test Quiz Homework YES Ticket Out The Door YES CPS Response
		http://7thglobalstudies.weebly.com/unit-veast-asia.html		

Name: C. Mason	Lesson Plans for Week 32: April 13-17	7th Grade
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IN	aille. C. Masoli	Lesson Flans for Week 32. April 13-1/		/ til diade
	Standard: SS7H3 Analyze	Opening: (5-10 minutes) Economics in India, China, Japan, and North Korea.	Whole Group	Student Conferencing
	continuity and change in southern		YES	Yes
	and eastern Asia leading to the	Work Period: (35-40 minutes)	Cooperative Group	Performance Task
	21st century	1) Collect DBQ's which were to be completed for homework.	Cooperative Group	Feriormance rask
	,	2) Teacher will work with small groups based on data reflected in economies		
	a. Describe how nationalism led to	of Acia accocement	Flexible Group	Project
	independence in India and		Yes	
	Vietnam	3) Students will use textbooks and Coach books to complete a graphic		
	Victiani	organizer comparing India and Vietnam in their quest for independence.	Collaborative Pair	Class Presentation
	b. Describe the impact of			
	Mohandas Gandhi's belief in non-	HW: Start studying by having an adult ask you any 10 questions from your	Centers/Stations	Test
	violent protest.	warm-up journal OR from your interactive notebook.	<u>Jenters/Otations</u>	rest
	violent protest.			
	. Fundain the vale of the United	EXTRA CREDIT: Begin working on power point project of Gandhi; respond to	Technology Use:	<u>Quiz</u>
	c. Explain the role of the United	all writing prompts and directives beginning with writing prompt on slide #	<u>Teacher:</u> Video	Yes
	States in the rebuilding of Japan	25 Entire preject will be due Fridou April 24	Charles Middle	l la sa assarala
	after WWII		Student: Video	<u>Homework</u> YES
		Closing: Compare and contrast India and Vietnam in their quest for		123
	d. Describe the impact of	independence.		Ticket Out The Door
	communism in China in terms of	independence.		YES
	Mao Zedong, the Great Leap			
	Forward, the Cultural Revolution,	<u>Literacy Component</u> (Activities designed to address reading and writing		
	and Tiananmen Square.	standards): DBQ; closing; graphic organizer		CPS Response
_				
Wednesday	e. Explain the reasons for foreign	<u>Differentiated Instruction:</u> Data-based remediation groups; graphic organizer		
S	involvement in Korea and Vietnam			
<u>n</u>	in terms of containment of	Vocabulary: DBQ, non-violence, passive resistance, nationalism,		
eq	communism.	independence,		
≥		' '		
	Essential Question:			
	How did nationalism lead to			
	independence in India and	http://7thglobalstudies.weebly.com/unit-veast-asia.html		
	Vietnam?	intp.//r inglobalstudies.weebly.com/unit-veast-asia.html		
	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?			
	>			
		Enduring Understanding:		

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

Name: C. Mason Lesson Plans for Week 32: April 13-17 7th Grade

IN	ame: C. Mason	Lesson Plans for Week 32: April 13-17		7th Grade
	Standard: SS7H3 Analyze	Opening: (5-10 minutes) Quest for independence in India and Vietnam	Whole Group	Student Conferencing
	continuity and change in southern		YES	Yes
	and eastern Asia leading to the	Work Period: (35-40 minutes)		Danie anno anti-
	21st century	1) Students will complete a foldable about Mahandas Gandhi	Cooperative Group Yes	Performance Task YES
	,	2) Teacher will work with small groups based on data reflected in economies	les	123
	a. Describe how nationalism led to	of Acia accessment	Flexible Group	Project
	independence in India and	3) Students will read a play about Gandhi's life.		-
	Vietnam			
		4) Students will watch brief video about Gandhi.	Collaborative Pair	Class Presentation
	b. Describe the impact of	5) Students will use power point to take notes about Vietnam's struggle for		
	Mohandas Gandhi's belief in non-	independence.	Centers/Stations	Test
	violent protest.			
	·	EXTRA CREDIT: Begin working on power point project of Gandhi; respond to		
	c. Explain the role of the United	and the same and an account of medium and account of the same and an account of the same and account of the same accou	Technology Use:	<u>Quiz</u>
	States in the rebuilding of Japan	25. Entire project will be due Friday, April 24.	Teacher: Power Point	
	after WWII		Student:	Homework
		HW: Finish today's assignments. Continue studying by having an adult ask		
	d. Describe the impact of	you any 10 questions from your warm-up journal OR from your interactive		
	communism in China in terms of	notebook.		Ticket Out The Door
	Mao Zedong, the Great Leap			YES
	Forward, the Cultural Revolution,	Closing: Compare and contrast Gandhi and MLK (2 wasy in which they are		
	and Tiananmen Square.	alike and 2 ways in which they were different).		CPS Response
	•	,		
	e. Explain the reasons for foreign	<u>Literacy Component</u> (Activities designed to address reading and writing		
		standards): Foldable, play, Cornell notes with summary		
	in terms of containment of			
	communism.	<u>Differentiated Instruction:</u> Data-based remediation groups; foldable; drama;		
		video		
	Essential Question:			
a	How did nationalism lead to	Vocabulary: DBQ, non-violence, passive resistance, nationalism,		
sq	independence in India and	independence,		
Thursday	Vietnam?	independence,		
두	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	http://7thglobalstudies.weebly.com/unit-veast-asia.html		
	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?			
	V			

Name: C. Mason

Lesson Plans for Week 32: April 13-17

7th Grade

IN	ame: C. Mason	Lesson Plans for Week 32: April 13-17		7th Grade
	Standard: SS7H3 Analyze	Opening: (5-10 minutes) Quest for independence in India and Vietnam	Whole Group	Student Conferencing
	continuity and change in southern		Yes	
	•	Work Period: (35-40 minutes)		
	21st century	1) Students will	Cooperative Group	<u>Performance Task</u> YES
	,	2) Teacher will work with small groups based on data reflected in economies		169
	a. Describe how nationalism led to	2) reacher will work with small groups based on data reflected in economies	Flexible Group	Project Project
	independence in India and			
	Vietnam	3) The decision to drop the atomic bomb: students will read the different		
	Victiaiii		Collaborative Pair	Class Presentation
	b. Describe the impact of	4) Time permitting, students will begin working on a sequencing chart.		
	Mohandas Gandhi's belief in non-		Centers/Stations	Test
	violent protest.	EXTRA CREDIT: Begin working on power point project of Gandhi; respond to	<u>oenters/otations</u>	1631
	violent protest.	all writing prompts and directives beginning with writing prompt on slide #		
	a Fyulain the vale of the United			<u>Quiz</u>
	c. Explain the role of the United		<u>Teacher:</u>	Yes
	States in the rebuilding of Japan	HW: Finish today's assignments; Continue studying by having an adult ask	Ctudont	
	after WWII	you any 10 questions from your warm-up journal OR from your interactive	Student:	Homework
	d. December the three transports of	notebook.		Yes
	d. Describe the impact of	Hotebook.		
	communism in China in terms of	Closing: Summarize President Truman's reasons for bombing Japan and		Ticket Out The Door
	Mao Zedong, the Great Leap			YES
	•	explain how this decision is connected to a particular clause in Japan's		
	and Tiananmen Square.	constitution.		CPS Response
				or o response
Friday	e. Explain the reasons for foreign	<u>Literacy Component</u> (Activities designed to address reading and writing		
<u>Ö</u>		standards): Primary sources; sequencing; closing		
	in terms of containment of			
	communism.	<u>Differentiated Instruction:</u> Data-based remediation groups; Primary sources;		
		sequencing; closing		
	Essential Question:			
	How did nationalism lead to	Vocabulary: atomic bomb, Nagasaki, Hiroshima, point of view; revenge,		
	independence in India and	reconstruction		
	Vietnam?			
	What was the impact of Gandhi's			
	belief in non-violent protest?			
	What was the role of the U.S. in	http://7thglobalstudies.weebly.com/unit-veast-asia.html		
	the rebuilding of Japan after	intp.//r trigiopaistudies.weepiy.com/unit-veast-asia.ntiini		
	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?	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.		

Lesson Plans for Week 32: April 13-17

7th Grade

Name: C. Mason