

LEFLORE COUNTY SCHOOL DISTRICT

Mrs. Ethel Bush

<p>Wednesday 7/18/12</p>	<p><u>WORLD HISTORY</u></p> <p>.</p> <p>WH.10.1 Read closely to determine what the text says explicitly and to make logical inferences from it ; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>WH.10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>WH 10.5Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other (section, chapters).</p> <p>WH.10.7 Integrate and evaluate content presented in diverse media and formats, visually as well as in words</p>	<p><u>DAY THREE:</u></p> <p><u>BELL RINGER:</u> Students will scan the pictures and headings in section two - pages 68 thru 73. Afterwards, students will write down four changes that took place in France between 1789 and 1791.</p> <p><u>INTRODUCTION/SET:</u> Teacher will tell students that popular uprising encouraged the National Assembly to end feudal privileges, issue a Declaration of Rights, Reorganize the Church, and establish a limited monarchy. Throughout Europe, supporters of the Enlightenment applauded the reforms, while rulers and nobles denounced them. By 1792, revolutionary France was at war with much of Europe.</p> <p><u>PROCEDURES & ACTIVITIES:</u> Students will be placed in groups titled: Popular revolts, Moderate Reforms of the National Assembly, Reaction Outside France, War: Home and Abroad. Students will use graphic organizers to display information to the rest of the class. Teacher will act as moderator and facilitator as groups present their information (2 Days).</p> <p><u>CLOSURE:</u></p> <p><u>ASSESSMENT:</u></p>	<p>Textbook</p> <p>Handouts/Work sheets</p> <p>White Board</p> <p>Dry-Erase Markers</p>	<p>Goal Test</p> <p>Teacher Test</p> <p>Observation</p>
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<p>Thursday 7/19/12</p>	<p><u>WORLD HISTORY</u></p> <p>WH.10.1. Read closely to determine what the text says explicitly and to make logical inferences from it ; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>WH.10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>WH.10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other (section, chapters).</p> <p>WH.10.7 Integrate and evaluate content presented in diverse media and formats, visually as well as in words</p>	<p><u>DAY FOUR</u> <u>BELL RINGER:</u> <u>INTRODUCTION/SET:</u> <u>PROCEDURES/ACTIVITIES:</u> Students will continue with their graphic organizers displaying information to the rest of the class. <u>CLOSURE:</u> Teacher will tell students that up to this point, the French Revolution has been through what many have called a moderate phase; not much violence and some social and political changes. However, a much more radical phase is in the making for France and its people. <u>ASSESSMENT:</u> In groups of six, students will write and perform a skit on one of the following events: The Great Fear, The Night of August 4th, The Women’s March on Versailles, and The Flight and Capture of the Royal Family.</p>	<p>Textbook</p> <p>White Board</p> <p>Dry-Erase Markers</p>	<p><i>Oral Responses</i></p> <p><i>Observation</i></p> <p>Written Responses</p>			
<p>Friday 7/20/12</p>		<p><u>DAY FIVE:</u> <i>Field Trip (Vicksburg)</i> See Subfolder for assignments for students that will be in class.</p>					
<p>Methods of Evaluation</p>		<p>1. Oral</p>	<p>2. Work Samples</p>	<p>3. Teacher Test</p>	<p>4. Goal Test</p>	<p>5. Project</p>	<p>6. Observation</p>

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