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| **Grade Level** 7th Grade | **Teacher/Room**: Hardman, Miller Week of: Jan 7, 2014 |
| **Unit Vocabulary: Nationalism, Indian National Congress, Muslim League, Rowlatt Act, Mohandas Gandhi, civil disobedience, Government of India Act, dominion, apartheid, Mahatma, Satyagraha, moral advantage,**  |
| **Instructional Strategies Used: Technology, Reading and Response, Creating games, Creating graphic organizer, Map skills, Writing.** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **In-Service Day**   | **Snow Day**  | Common Core Standard(s):SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century. b. Describe the impact of  Mohandas Gandhi’s  belief in non-violent  protest | Common Core Standard(s):SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century. b. Describe the impact of  Mohandas Gandhi’s  belief in non-violent  protest | Common Core Standard(s):SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century. b. Describe the impact of  Mohandas Gandhi’s  belief in non-violent  protest |
|  |  | **EQ Question:**How did Gandhi’s believe in non-violence protest affect India? The world?  | EQ Question:How did Gandhi’s believe in non-violence protest affect India? The world? | EQ Question:How did Gandhi’s believe in non-violence protest affect India? The world? |
|  |  | **Mini Lesson:** South Asia Culture: 1. Lab Day
2. Study Island – Asia in the 20th Century
3. Retake the SS Study Island Pretest – show growth
 | **Mini Lesson:** South Asia Culture: 1. Brain Pop
2. Who is Gandhi?
3. Gandhi BrainPop quiz
 | **Mini Lesson:** 1. Reading Guide – p187-188
2. Questions – 554-564
3. Reading Guide – p193-194
4. Questions – 577-581
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|  |  | **Differentiation:**Depth of teacher instruction vs. independent learnerModified Questions – Teacher guided reading and responsesModified GO for those with accommodationsStudent Product: small group heterogeneously grouped:  | **Differentiation:**Depth of teacher instruction vs. independent learnerTeacher guided discussion regarding the BrainPop; students responses are discussed prior to quiz  | **Differentiation:**Depth of teacher instruction vs. independent learnerModified Questions – Teacher guided reading and responsesStudent Product: small group heterogeneously grouped:  |
| **Assessment :****Formative assessment based on warm up discussions** |  | **Assessment :****Formative assessment based on warm up discussions** | **Assessment :****Formative assessment based on warm up discussions** | **Assessment :****Formative assessment based on warm up discussions** |
| **Homework:** Study Island assignments already assigned in “My Class” |  | **Homework:** Study Island assignments already assigned in “My Class” | **Homework:** Study Island assignments already assigned in “My Class” | **Homework:** Study Island assignments already assigned in “My Class” |