

WEST DEPTFORD SCHOOL DISTRICT

Content Area: Social Studies			
Course Title: Social Studies		Grade Level: 8	
Marking Period One: Civics		45 days	
Topic 1: Who Are "We the People" Topic 2: Preamble to the United States Constitution Topic 3: The Constitutional Convention Topic 4: Article One of the United States Constitution Topic 5: Article Two of the United States Constitution Topic 6: Article Three of the United States Constitution Topic 7: Articles Four-Seven of the United States Constitution Topic 8: Bill of Rights Topic 9: Amendments 11-27 Topic 10: Veterans' Day			
Marking Period Two: Civics		45 days	
Topic 6: American Dream Natural Rights Topic 7: Topic 8: Topic 9: Topic 10 George Washington/John Adams Presidencies			
Marking Period Three: Early Nation		45 days	
Topic 11: Thomas Jefferson's Presidency Topic 12: James Madison/James Monroe/John Quincy Adams' Presidencies Topic 13: Andrew Jackson's Presidency		15 days 15 days 15 days	
Marking Period Four: Antebellum America & the Civil War		45 days	
Topic Events Leading up to the American Civil War Topic 1: American Civil War Topic 8: Reconstruction		7 days 25 days 7 days ** extra days due to testing and end of the school year	

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Revised Board Approved: August 2022

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8th Grade Social Studies Lesson Plan

{45 Minutes of Instruction–Day 1-Two Day Lesson Plan}

***Example lesson plan: Using primary sources (Cave art) to make inferences about the ways in which people lived in prehistoric times.*

OPENING

5 minutes

- Do Now: On the SMARTboard students will respond to a writing prompt: *Quickly draw something that represents you without using any words.*

PROBLEM BASED LEARNING (SETTING THE STAGE)

15 minutes

- **Engage** - Discuss with the whole group why pictures are important in telling a story.
 - Ask students to think about when and why pictures may be more important than words.
 - Ask students to discuss problems in only observing pictures and why some pictures are easier to understand than others.

***Show examples of signs on the SMARTboard to show how some are easier to know than others.*

VISUAL LEARNING

20 minutes

- **Engage** - Ask students what they know about Cave people. Where and when did they live? What tools did they use? What animals did they come in contact with? Why were they called cave people?

****Show students video <https://www.youtube.com/watch?v=UnSq0c7jM-A> to give background about Lascaux Caves.*

- **Explore** - Students will work with a partner to explore various photographs taken from the Lascaux Caves. Using a graphic organizer, students will chart images that they see in each picture (example: types of animals, tools, people)
- **Summarize** - Students will make inferences about what they see in each picture

CLOSING

5 minutes

- **Engage and Summarize**-Ask students “What is a similarity between you and the Cave people?” Students can respond in their journals, or on a post it note (quick write).

******Day 2 of lesson plan will:**

Ask students to use information gained from yesterday's observations.

Choose one photograph, use your imagination and write a short story (no more than one page) about what is happening.