Seventh Grade Social Studies Unit 1 Scarcity and Opportunity Cost

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| **Think about…**   **What do I want students to learn and be able to do?**   What content knowledge and/or skills do I want students to acquire, demonstrate, or refine?   What assessment(s) will be used before instruction to measure the level of student mastery of each objective?   How will the objectives be shared with students?   **Why are the objectives for today’s lesson important?**   How does this lesson align with curriculum standards and school initiatives?   How does today’s lesson connect with previous and subsequent lessons?   What resources and materials will be needed for this lesson? | **Lesson Objectives:**    Students will identify the three main advancements that led prehistoric people out of the Neolithic Era | **Time:** |
| **Think about…**   Will students be able to complete the warm-up independently?   How will the warm up provide scaffolding for the lesson?   How will feedback from the warm up inform instruction?   Will there be accountability for completion?   How will correct answers be shared? | **Warm Up/ Drill:**    Name one characteristic of the Neolithic Era and one characteristic of the Paleolithic Era? | **Time:**    5 |
| **Think about…**   Will there be accountability for completion?   How will correct answers be shared?   How will questions be answered? | **Homework Check:**    Collect Storyboards | **Time:** |
| **Think about…**   **How will I teach the lesson?**   What will spark student interest in the lesson?   What connections can be made between this lesson and real-world applications?   What connections can be made across curricula? | **Motivation and Connection:**    Acti-votes  Connecting information from previous days lesson  Scarcity task | **Time:** |
| **Think about…**   What previously learned concepts will connect to this lesson?   How will the new concept(s) be introduced?   What strategies will encourage active learning?   What technology, hands-on activities, and manipulatives could enhance student understanding?   How can reading and writing be incorporated?   What research-based strategies could extend and refine student understanding?   How will activities connect to one another?   What strategies and methodologies will convey content and skill objectives to all students?  What are the pivotal points of the lesson at which assessments are essential?   How will student understanding be monitored? | **Instructional Activity/Activities:**   1. Review information from the previous days lesson using the acti-votes.  * Questions will be displayed and they will use the acti-votes to submit their answers.  1. Scarcity Task : Students will be grouped by tables of four  * Students will be given a limited amount of resources.. * One table will get a ruler, another table paper, another table scissors, and other tables will have nothing. * After the task is complete students will answer the follow up questions individually * Students will take down quick notes on what the definition of scarcity is.  1. Advanced Settlement skit  * Students will volunteer to read parts * After the skit has been read the students will answer a few short questions * The questions will then be displayed on the screen and the students will use their acti-votes to share their answers. * The skit demonstrates the three reasons why prehistoric people were able to move from the Neolithic era into civilizations  1. Students will then complete the closure | **Time:**   7  12  17 |
| **Think about…**   **How will I know if students learned what I wanted them to learn?**   What assessments will be used after instruction to ascertain the level of student mastery of each objective?   How will the results of this assessment impact subsequent lessons?   **How will I ensure that all students have learned?**   What will I do to accommodate students who are struggling and students who have mastered the lesson’s objectives and are poised for additional challenge? | **Closure:**    On a half sheet of paper students will answer the following   1. What was the opportunity cost for prehistoric people to move from the Paleolithic era to the Neolithic era? 2. Define scarcity 3. What are the three important technology advancements we talked about today? | **Time:**    4 |
| **Think about…**   How does the assignment connect to the lesson?   Are directions clear?   Will students be able to complete the assignment independently? If not, how will you differentiate? | **Homework (if applicable):**    Iceman reading and questions | **Time:** |
| **Think about…**   What went well?   What should be changed? | **Reflection:** |  |