



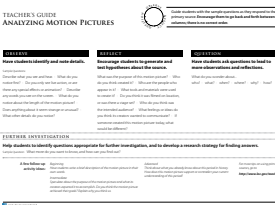


| Week of 11/28/11 7th Grade ELA | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Objective | TSWBAT identify the parts of a mystery in a given story. TSWBAT use action verbs correctly. TSWBAT summarize a recent event. | TSWBAT identify the parts of a mystery in a given story. TSWBAT use action verbs correctly. | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). |
| Assessment | Catastrophic Verbs sheet (DI: V/L, Vis.) Type 3 from previous week. | Oral assessment, worksheet (DI: A, Vis., V/L) | Oral assessment, worksheet, graphic organizer (plot summary) (DI: A, Vis., V/L) | Oral assessment, worksheet (DI: A, Vis., V/L) | Oral assessment, worksheet (DI: A, Vis., V/L) |
| Closing Activity | grammar, reading of Dead Man in Indian Creek, mystery analysis tool. "My Weekend In 3 Words" | grammar, reading of Dead Man in Indian Creek, mystery analysis tool. | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  |
| Vocabulary | Mystery vocabulary & grammar, word choice. | grammar, mystery vocabulary | grammar, mystery vocabulary | grammar, mystery vocabulary | Mystery vocabulary & grammar |
| Strategy | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. |
| GLCE/CCS | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c |
| 31a Plans Note: 31a Staff may be reassigned by the office without notice. In such cases, these plans do not apply. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. Note: | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. |

| Week of 11/28/11 7th Grade Geo. | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------|---|---|---|---|---|
| Objective | TSWBAT identify and note details of The Great Rift Valley in Africa. | TSWBAT construct a Type 3 writing based on the observations of the video: The Great Rift. TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT construct a Type 3 writing based on the observations of the video: The Great Rift. TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT construct a Type 3 writing based on the observations of the video: The Great Rift. TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT construct a Type 3 writing based on the observations of the video: The Great Rift. TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. |
| Assessment |  | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. Cecil Rhodes will be put on trial for his activities in Africa. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. |
| Closing Activity |  <p>Housekeeping details from previous week.</p> | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. |
| Vocabulary | culture cultural diffusion cultural diversity kinship nuclear family extended family lineage clan griot plantation migrant worker Republic of South Africa Nelson Mandela | culture cultural diffusion cultural diversity kinship nuclear family extended family lineage clan griot plantation migrant worker Republic of South Africa Nelson Mandela | culture cultural diffusion cultural diversity kinship nuclear family extended family lineage clan griot plantation migrant worker Republic of South Africa Nelson Mandela | culture cultural diffusion cultural diversity kinship nuclear family extended family lineage clan griot plantation migrant worker Republic of South Africa Nelson Mandela | culture cultural diffusion cultural diversity kinship nuclear family extended family lineage clan griot plantation migrant worker Republic of South Africa Nelson Mandela |

| Week of 11/28/11 7th Grade Geo. | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|---|---|
| Strategy | video, investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R. | video, investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. |
| GLCE/CCS | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 |

| Week of 11/28/11 Enrichment | Monday Ms. Taylor Modeling | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Objective | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. |
| Assessment | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. |
| Closing Activity | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. |
| Vocabulary | varies, see individual dictionary work page. | varies, see individual dictionary work page. | varies, see individual dictionary work page. | varies, see individual dictionary work page | varies, see individual dictionary work page |
| Strategy | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. |
| GLCE/CCS | SL.7.6. | SL.7.6. | SL.7.6. | SL.7.6. | SL.7.6. |

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING MOTION PICTURES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see and hear. · What do you notice first? · Do you only see live action, or are there any special effects or animation? · Describe any words you see on the screen. · What do you notice about the length of the motion picture? · Does anything about it seem strange or unusual? · What other details do you notice?

REFLECT

Encourage students to generate and test hypotheses about the source.

What was the purpose of this motion picture? · Who do you think created it? · Who are the people who appear in it? · What tools and materials were used to create it? · Do you think it was filmed on location, or was there a stage set? · Who do you think was the intended audience? · What feelings or ideas do you think its creators wanted to communicate? · If someone created this motion picture today, what would be different?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the motion picture in their own words.

Intermediate

Speculate about the purpose of the motion picture and what its creators expected it to accomplish. Do you think the motion picture achieved their goals? Explain why you think so.

Advanced

Think about what you already know about this period in history. How does this motion picture support or contradict your current understanding of this period?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

Name _____ Hour: _____

WANTED!

FOR _____!


CLUES: _____

NAME: _____

REWARD

Sample:

WANTED!
FOR DETECTIVE !
CLUES: OBSERVATION SKILLS,
GOOD JUDGEMENT, AND SMART.
SEES THROUGH “RED HERRINGS”.



NAME: M. ARMENTROUT
REWARD:
WILL GET TO GO CAMPING AGAIN

Bones of Cecil Rhodes are an insult to our ancestors: Zimbabwe official demands remains are exhumed and sent back to Britain

By [STEWART MACLEAN](#)

Last updated at 11:31 AM on 16th December 2010

A Zimbabwean politician has demanded the body of Cecil Rhodes is exhumed and sent back to Britain as it is an insult to the country's citizens.

Rhodesia, founded by and named for Rhodes, became the Republic of Zimbabwe in 1980.

Bulawayo governor Cain Mathema said it was offensive that the Oxford-educated former mining magnate was still buried on Zimbabwean soil three decades after the country was granted independence from Britain.

Rhodes was laid to rest in 1902 in territory then belonging to the young country of Rhodesia which he had founded just seven years earlier in his own name.

But Mr Mathema, a member of president Robert Mugabe's ruling Zanu-PF party, said Zimbabweans should feel insulted by the presence of the tycoon's grave in their soil.

In comments reported by the country's Sunday News, he said: 'I wonder why 30 years after independence Rhodes' grave is still found on the country's traditional shrine of worship.

'It's an insult to our ancestors and maybe that is the reason why our ancestors at Njelele, where we pray for rain, are no longer giving us enough rain.

'My call is not directed against Britain or whites, but against symbols that persecuted our people and took away our freedom and wealth.

'For I believe that physical freedom goes hand-in-hand with psychological freedom. We need to celebrate our own heroes and heroines.

'We do not get inspiration from the likes of Rhodes, so why should we visit their graves and their statues?'



Place of worship: Rhodes is buried on World's View (Malindidzimu Hill) in Matopo National Park, Zimbabwe and his grave attracts thousands of tourists a year

Timeline:

In **1888**, Cecil Rhodes and the British South Africa Company obtained a concession for mineral rights from local chiefs and the area that became Southern and Northern Rhodesia was proclaimed a British sphere of influence.

The settlement of Salisbury (now Harare, the capital) was established in 1890.

In **1895** the territory was formally named Rhodesia. For the next 60 years tensions grew between blacks and whites and black political parties were suppressed.

In **1964** Ian Smith became prime minister and pushed for independence, but Britain said there was to be no independence before majority rule.

General elections in April **1979** provided 75 seats for blacks and 25 seats for whites in Parliament and all races could vote.

Robert Mugabe became Prime Minister in a March **1980** election and the country was renamed Zimbabwe, dropping the Rhodesia.

In **1998** the government began seizing white-owned farms, causing mass emigration.

Rhodes, who was born in Bishop's Stortford in Hertfordshire, became one of Britain's most successful colonialists after being sent to southern Africa in the late nineteenth century when he suffered bad health as a teenager.

Within four decades he had established political control of Britain's Cape Colony, expanded the territory north to found Rhodesia and taken ownership of the world's richest diamond mining company De Beers. His expansionist plans were fired by a dream of securing a British corridor of power stretching from Cape Town to Cairo.

But his short life was blighted by bad health and he was buried amid great fanfare after his death of heart failure aged just 49.

Following his demise Rhodes' remains were transported by train from Cape Town to Bulawayo and laid to rest in the Matopo Hills south of the city, his favourite spot in the vast empire he had helped secure for Britain in southern Africa.

The life-long bachelor had lived alone in Cape Town and was always dogged by rumours about his sexuality. And last week Mr Mathema said the possibility the tycoon had been gay was a further insult to the sensibilities of those in Zimbabwe, where Zanu-PF officials have remained outspoken critics of homosexuality.

The governor said Rhodes' grave should now be removed from Zimbabwean soil as part of an effort to strip the former colony of symbols of its former rulers.

He added that similar action should be taken against a statue of the great Scottish explorer David Livingstone which stands at Victoria Falls.

The landmark was erected by Rhodesia's rulers in 1954 in memory to the nineteenth century missionary who helped drive forward the conquest of Africa's inner lands.



The Colossus of Africa: Rhodes, one of Britain's most successful and reviled colonialists, was satirised in a cartoon in Punch. In 2001 the statue was targeted by Zimbabwean war veterans protesting against the former colonial powers. Despite the attack the landmark remains in position in the tourist town built beside the famous Zambezi river waterfalls.

However last week Mr Mathema said the country could not earn 'true freedom' until all symbols of colonial oppression had been removed. Mr Mathema said: 'All over the country, you find schools named after colonialists, statues erected to celebrate colonialism. I am struck and baffled by the attitude of our people to continually embrace a bygone system that worked tirelessly to thwart their energy and aspirations. 'The total liberation of Zimbabwe is not complete as long as the country continues to live on the legacy of our former masters. As long as the names remain, as long as the scar of Rhodes' grave remains, it is not the psychological colonisation question alone that remains open, but the question of true freedom.

'I will tell that personally I hate all colonial names, as I said before I am not a racist but I hate all people who oppress and intimidate others.' Mr Mathema declined to comment on what he believed should happen to Rhodes' body if it was to be exhumed. The tycoon's grave currently lies amid the Matopo National Park, where it is visited by thousands of tourists every year.



Respected: The Rhodes Memorial in the Groote Schuur estate, Cape Town, 32 years after the Englishman died
Read more: <http://www.dailymail.co.uk/news/article-1338791/Zimbabwe-official-demands-bones-British-pioneer-Cecil-Rhodes-exhumed.html#ixzz1eyvmruVt>

“Rhodes was indeed a faulty hero: what hero is not? But he had great aims, some of which he attained, and he had the priceless faculty of inspiring others with the same aspirations. Perhaps the purest devotion to those aims he ever inspired was found in one of his own Rhodesians. Young Hubert Hervey in his lifetime echoed Rhodes’ words, when he said, “Only believe in our idea and it will carry you through every difficulty. If you live you will do great things; if you die - well! how can you die better? And your idea will not die.” For those aims later he was ready to lay down his life. As he lay dying of his wounds in the Matabele rebellion, he asked for Rhodes and begged him to see that his sister was cared for after his death. Rhodes was touched. He spoke thus of him afterwards: “He never thought of himself, he was without self . . . He was without fear - he did not know fear - and without self . . . That feeling about the Empire was the ideal of his life. There is a great deal of talk about the Imperial idea, but unhappily self is so often beneath it. That is where it is; people say all this, but self is so often at the bottom of it. With him it was *absolutely pure*; . . . There may be cynical people who will say about the Imperial part, ‘Oh yes, we know it is generally a cover for self.’ But when they see that half an hour before death he still had not thought about himself, that all his thoughts were for others, they will feel there was no self in him. Half an hour before death! I had gone to him wondering what he wished - other men might have had other thoughts - but his were still, even then, only for others.” Rhodes, we may believe, was so deeply stirred, not merely by his love for the young man, but yet more because he felt the nobility of that short life consecrated his own aims in the face of his fellow-men.

Such was Rhodes’ influence on one among many: of this influence generally no one could speak better than that disciple of his whom he inspired with a life-long devotion to the same ideals. Earl Grey, at the Chartered Company’s general meeting held in the year succeeding Rhodes’ death, said of him: “He was in truth the most strenuous lover of his country, the most single-minded and the greatest-hearted man I ever met. During his life he gave all his energies and all his wealth to the service of the Empire, and in his will he has bequeathed to the entire Anglo-Saxon world the priceless legacy of an inspiring ideal . . . I have come across, and sometimes in the most unexpected quarters, men whose characters have been entirely changed by the example of Cecil Rhodes, and whose ambition is now to administer as a public trust considerable proportions of those fortunes, which but for him they would probably have spent upon themselves.”

Cecil Rhodes By Basil Williams