

Weekly Lesson Plans (CMS, 8<sup>th</sup> Grade Social Studies, 2014-15)

Week of August 25-29, 2014

<p><b>Standards/Elements</b></p>	<p><b>SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.</b></p> <ul style="list-style-type: none"> <li>a) Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. European exploration and settlement on the Native American cultures in Georgia.</li> <li>b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.</li> <li>c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.</li> </ul> <p><b>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</b></p>
<p><b>Essential Questions</b></p>	<p>How did the prehistoric Native Americans develop (evolve) from the Paleo period through the Mississippian Period? (H1a)</p> <p>How did early European contact affect the culture of the Mississippian Indians? (H1b)</p> <p>What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)</p> <p>Which European countries competed for settlement in the Southeastern US? (H1c)</p> <p>What prompted these countries to explore, claim and settle these new lands? (H1c)</p>
<p><b>Enduring Understandings</b></p>	<p><b>Movement &amp; Migration:</b> The student will understand that the movement and migration of people and ideas affects all societies involved.</p> <p><b>Conflict &amp; Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Production, Distribution, and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

<b>Essential Vocabulary</b>	<b>H1a:</b> Pre-historic, Paleo, Archaic, Woodland, Mississippian, Atlatl, Common Era (CE), Before Common Era (BCE), Mounds, Mound Builders  <b>H1b:</b> Barrier Islands, Hernando de Soto, Spanish Missions  <b>H1c:</b> Mercantilism, Colony, Monarch				
<b>Learning Format</b> <i>(Highlight All That Apply)</i>  <b>Whole Group</b>  <b>Cooperative Group</b>  <b>Flexible Group</b>  <b>Collaborative Pair</b>  <b>Centers/Stations</b>  <b>Other (Please list):</b>	<b>Technology Usage</b>  <b>Teacher:</b>  Online Reference Information/Informational Texts  <b>Student:</b>  Online Reference Information/Informational Texts			<b>Assessment</b> <i>(Highlight All That Apply)</i>  <b>Student Conferencing</b> <b>Performance Task</b> <b>Project</b> <b>Class Presentation</b> <b>Test</b> <b>Quiz</b> <b>Homework</b> <b>Ticket Out The Door</b> <b>CPS Response</b> <b>Other (Please list):</b> <b>Daily Warm-Up Questions (review of previously learned material)</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Warm-Up/Hook</b>	Content-based review question/ writing prompt  Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt  Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt  Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt  Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt  Warm-Ups completed on page 34 in notebook
<b>Resource Materials</b>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Informational Texts</li> <li>• Georgia Encyclopedia: <a href="http://www.georgiaencyclopedia.org">www.georgiaencyclopedia.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Informational Texts</li> <li>• Georgia Encyclopedia: <a href="http://www.georgiaencyclopedia.org">www.georgiaencyclopedia.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Informational Texts</li> <li>• Georgia Encyclopedia: <a href="http://www.georgiaencyclopedia.org">www.georgiaencyclopedia.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Informational Texts</li> <li>• Georgia Encyclopedia: <a href="http://www.georgiaencyclopedia.org">www.georgiaencyclopedia.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Informational Texts</li> <li>• Georgia Encyclopedia: <a href="http://www.georgiaencyclopedia.org">www.georgiaencyclopedia.org</a></li> </ul>

<p><b>Instructional Activities/ Strategies</b></p>	<p>1) Complete warm-up activity/ Question</p> <p>All Periods:</p> <p>2) Teacher Check: Completion of Pre-Historic Native Americans Graphic Organizer and Vocabulary</p> <p>3) Pass back and review Friday's quiz (add to page 35 in notebook)</p> <p>4) Finish Notes: Georgia's Pre-Historic Native Americans (DOK 1,2)</p> <p>5) Review Activity: Which Pre-Historic Native American Group? Match the characteristics with the correct pre-historic Native American group (whole group activity w/collaborative teams; supplies – PPT with clues (characteristics of Pre-Historic Native American groups, white boards, and expo markers). (DOK 1, 2, 3)</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Anticipation Partner Activity: Reasons for European Exploration (DOK 1,2)</p> <p>3) European Exploration Graphic Organizer. Students will read Chapter 4, Section 1 to complete the graphic organizer. (DOK 1,2,3) (page 36 in notebook)</p> <p>Period 6:</p> <p>2) European Exploration of Georgia newscast project(DOK 1,2,3): Students will create a newscast that features the following components:</p> <ul style="list-style-type: none"> <li>- Reasons for exploration from the 3 main countries that explored the southeastern US (England, Spain, and France)</li> <li>- Popular explorers from each country</li> <li>- A map that includes where each country explored or settled in the southeastern US</li> <li>-Hernando de Soto exploration of Georgia and the southeast US</li> <li>-Spanish Missions in Georgia</li> </ul> <p>All members of the team must participate in the newscast. A</p>	<p>1) Complete warm-up activity/question</p> <p>All Periods:</p> <p>1) Cornell Notes &amp; Summary: European Exploration (quick review), Hernando de Soto, and the Spanish Missions (pages 37-38 in notebook)</p> <p>2) Georgia Story: Hernando de Soto</p> <p>3) Tweeting with Hernando de Soto (Guided Activity) (DOK 1,2, 3)</p> <p>Period 6:</p> <p>2) Work on European Exploration of Georgia newscast project</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Continue Tweeting with Hernando de Soto Activity</p> <p>Period 6:</p> <p>2) Class Presentations, Videotape Newscasts</p>	<p>1) Complete warm-up activity/question</p> <p>2) Complete Quest (bigger than a quiz, but smaller than a test): Pre-Historic Native Americans, European Exploration, Hernando de Soto, and Spanish Missions</p> <p>Periods 3-5:</p> <p>3) Finish Tweeting with Hernando de Soto Activity</p> <p>Period 6:</p> <p>3) Class Presentations, Videotape Newscasts</p>
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		written script/news stories will be required to be turned in. The newscast will be videotaped so students will need to practice. The use of props and appropriate dress is encouraged.			
<b>Differentiation</b>			Small Group Instruction		
<b>WICOR (AVID)</b>	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Graphic Organizer to organize information and make connections to other information.	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Writing and the analysis historical and informational texts	AVID Strategy: Writing and the analysis of historical and informational texts
<b>Homework</b>	<p>1) Write a summary, 5-7 complete sentences, on your pre-historic Native American notes.</p> <p>2) Watch the European Explorers video on Mrs. West's website to complete the handout.</p>	<p>Periods 3-5: Use online textbook and resources to complete your graphic organizer.</p> <p>Period 6: Work on gathering information for your newscast and writing your stories.</p>	<p>Periods 3-5: Finish your summary of today's notes.</p> <p>Period 6: Work on gathering information for your newscast and writing your stories.</p>	Study for tomorrow's quest that will focus on the Pre-Historic Native Americans, European Exploration, Hernando de Soto, and Spanish Missions	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice long Labor Day weekend.

Reminders:

Add to Monday's notes:

- Remnants of the Mississippians went on to form Creek and Cherokee Native American groups.
- The Mississippians encountered Spanish explorer Hernando de Soto.