

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

**Week of November 10-14, 2014**

<p><b>Standards/Elements</b></p>	<p><b>SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.</b></p> <p>a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</p> <p>b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.</p>	
<p><b>Essential Questions</b></p>	<p>What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a)                  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b)                  What persons/groups/events were significant to the development of the new government and how? (H3b, H4b)</p>	
<p><b>Enduring Understandings</b></p>	<p><b>Governance:</b> The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>H4a:</b> Articles of Confederation, Ratify/Ratification, Constitution, Legislature, Republic, Bicameral Legislature, Confederation, Amend, treaty (treaties), ambassador, Branches of Government, Representative, Congress, Sovereignty, Unicameral Legislature</p> <p><b>H4b:</b> Abraham few, William Baldwin, Virginia Plan, Great Compromise, 3/5 Compromise, Slavery</p>	
<p><b>Learning Format</b> (<i>Highlight All That Apply</i>)</p> <p><b>Whole Group</b></p> <p>Cooperative Group</p> <p><b>Flexible Group</b></p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p><b>Other (Please list):</b> Independent choice assignments and activities</p>	<p><b>Technology Usage</b></p> <p><b>Teacher:</b> Online Reference Information/Informational Texts</p> <p><b>Student:</b> Online Reference Information/Informational Texts                  Georgia Virtual Textbook                  New Georgia Encyclopedia (georgiaencyclopedia.org)                  Quizlet.com (vocabulary review)</p>	<p><b>Assessment</b> (<i>Highlight All That Apply</i>)</p> <p><b>Student Conferencing</b>      Performance Task</p> <p>Project                              Class Presentation</p> <p>Test                                      Quiz</p> <p><b>Homework</b>                              <b>Ticket Out The Door</b></p> <p>CPS Response</p> <p><b>Other (Please list):</b></p> <p><b>Daily Warm-Up Questions (review of previously learned material)</b></p>

	<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  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.
<b>Resource Materials</b>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>
<b>Instructional Activities/ Strategies</b>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Review last's week's 4.5 assessment (American Revolution Unit Test)</li> <li>3) Lesson Intro: Small Group Activity. Pretend that you and your group have the task of creating the government for a new country. Groups will share their answers. Discuss how students had to listen to each other, share ideas, and compromise with each other to come up with their final answers. Also, discuss how students would</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Begin Cornell Notes &amp; Summary: A New Government for a New Country, Part 1 (focus – weaknesses of the Articles of Confederation); TOD (will be graded): Students will review notes, create topics, and questions, and write their summary before leaving class. (DOK 1,2,3)</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Check and review of guided reading questions.</li> <li>3) Finish Cornell Notes and Summary: A New Government for a New Country, Part 2 (focus – weaknesses of the Georgia Constitution of 1777); TOD (will be graded): Students will review notes, create topics, and questions, and write their summary before leaving class.</li> <li>4) Introduce tonight's homework – Guided Reading, The Constitutional Convention. (DOK 1,2,3)</li> </ol>	National History Day Work Time in the lab/media center	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/ Question</li> <li>2) Check and review of guided reading questions.</li> <li>3) Submit National History Day Research, 5 different sources.</li> <li>4) Lesson Hook – Students will watch “The Birth of The Constitution: This is America Charlie Brown”.</li> <li>5) Begin Cornell Notes &amp; Summary: A New Government for a New Country, Part 3 (focus – Constitutional Convention – Great Compromise, 3/5 Compromise); TOD (will be graded): Students will review notes, create topics, and questions, and write</li> </ol>

	<p>have needed more time (10-15 minutes).</p> <p>Identify (5 -7 minutes) –</p> <ul style="list-style-type: none"> <li>a) 5 laws for everyone to follow.</li> <li>b) How the country's leaders will be chosen.</li> <li>c) How laws will be created. (DOK 2, 3)</li> </ul> <p>4) Begin "A New Government for a New Country" guided reading (secondary source text). Students will work independently to complete the guided reading assignment, select students will be pulled for pull-out groups to work with the teacher. (DOK 1,2,3)</p>				<p>their summary before leaving class. (DOK 1,2,3)</p>
<b>Differentiation</b>	<p>Groups Activity</p> <p>Small group reading, pull-out groups.</p>	<p>Study Buddy Notes Review – work with a partner to review notes and write summary</p>	<p>Study Buddy Notes Review – work with a partner to review notes and write summary</p>		<p>Study Buddy Notes Review – work with a partner to review notes and write summary</p>
<b>WICOR (AVID)</b>	<p>AVID Strategy: Guided Reading, reading strategies</p>	<p>AVID Strategy: Cornell Notes &amp; Summary</p>	<p>AVID Strategy: Cornell Notes &amp; Summary</p>		<p>AVID Strategy: Cornell Notes &amp; Summary</p>
<b>Homework</b>	<ul style="list-style-type: none"> <li>1) Finish Guided Reading. It is due on Wednesday.</li> <li>2) Work on your National History Day research sources and</li> </ul>	<ul style="list-style-type: none"> <li>1) Finish Guided Reading. It is due on Wednesday.</li> <li>2) Work on your National History Day research sources and notes. They</li> </ul>	<ul style="list-style-type: none"> <li>1) Complete Guided Reading. It is due on Friday.</li> <li>2) Work on your National History Day research sources and notes. They are due on Friday, November 14, 2014.</li> </ul>	<ul style="list-style-type: none"> <li>1) Finish Guided Reading Assignment. It due tomorrow.</li> <li>2) Work on your National History Day research</li> </ul>	<ul style="list-style-type: none"> <li>1) Review your notes, organize your notebook, and update your table of contents.</li> </ul>

	notes. They are due on Friday, November 14, 2014.	are due on Friday, November 14, 2014.		sources and notes. They are due tomorrow.	
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**Reminders:**

- Monday, November 10, 2014 - Pass back and review American Revolution 4.5 Assessment.
- Thursday, Lab time for NHD research and work.
- Friday, November 14<sup>th</sup>, 2014 – HND Research Sources & Notes Due; at least 5 different primary and secondary sources.
- Monday, November 17<sup>th</sup> – Lesson Focus Abraham Baldwin and William Few; homework – test study guide (History of Georgia Test (H1-H4))
- Wednesday, November 19<sup>th</sup> – Students will take History of Georgia Test (H1-H4)
- Thursday, November 20<sup>th</sup> – Begin Government
- Thanksgiving Break Assignment???