

Weekly Lesson Plans (CMS, 8th Grade Social Studies, 2014-15)

Week of October 13-17, 2014

<p>Standards/Elements</p>	<p>SS8H2 The student will analyze the colonial period of Georgia’s history. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</p> <p>SS8H3 The student will analyze the role of Georgia in the American Revolution. a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.</p> <p>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2 The student will explain the benefits of free trade. a. Describe how Georgians have engaged in trade in different historical time periods.</p>
<p>Essential Questions</p>	<p>How did Georgia become a Royal colony and what effect did this event have on the colonists? (H2c)</p> <p>What were the causes, both immediate and long term of the American Revolution against England? (H3a)</p>
<p>Enduring Understandings</p>	<p>Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result.</p> <p>Production, Distribution, and Consumption: 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> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>
<p>Essential Vocabulary</p>	<p>H2c: Slavery, Royal Governor, John Reynolds, Henry Ellis, James Wright</p> <p>H3a: French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Sugar Act, Townshend Act, Quartering Act, Declaration of Independence</p>

<p>Learning Format (Highlight All That Apply)</p> <p>Whole Group</p> <p>Cooperative Group</p> <p>Flexible Group</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Other (Please list):</p>	<p>Technology Usage</p> <p>Teacher: Online Reference Information/Informational Texts</p> <p>Student: Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p>			<p>Assessment (Highlight All That Apply)</p> <p>Student Conferencing Performance Task</p> <p>Project Class Presentation</p> <p>Test Quiz</p> <p>Homework Ticket Out The Door</p> <p>CPS Response</p> <p>Other (Please list):</p> <p>Daily Warm-Up Questions (review of previously learned material)</p>		
	Monday	Tuesday	Wednesday	Thursday	Friday	
<p>Warm-Up/Hook</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	
<p>Resource Materials</p>	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	
<p>Instructional Activities/ Strategies</p>	<p>1) Complete warm-up activity/ Question</p> <p>2) Begin Cornell Notes & Summary – Students</p>	<p>1) Complete warm-up activity/question</p> <p>2) Review last night’s homework.</p> <p>3) Finish Cornell Notes & Summary – Students will take Cornell notes about</p>	<p>1) Complete warm-up activity/ Question</p> <p>2) Changes in the Georgia Colony Comparison Chart – Students will complete the</p>	<p>1) Complete warm-up activity/question</p> <p>2) Standards Wrap-Up Activity: Students, in small collaborative groups, will complete a timeline of the significant dates and events</p>	<p>1) Complete warm-up activity/ Question</p> <p>2) Weekly Quiz (Covers H2a-c standards)</p>	

	<p>will take Cornell notes about Georgia's royal colony period. Students will learn about how Georgia became a royal colony, and the three royal governors. (DOK 1,2)</p> <p>3) Discuss tonight's homework.</p>	<p>Georgia's royal colony period. Students will learn about how Georgia became a royal colony, and the three royal governors. (DOK 1,2)</p>	<p>chart comparing the issues of land boundaries, government, land ownership, and slavery between the regulations of the trustee Georgia colony and the royal Georgia colony. (DOK 1,2,3)</p>	<p>in Georgia's colonial history. Students will paste the events in order on a large timeline, using butcher paper. They will then copy their completed timeline in their notebook. (DOK 1, 2)</p>	<p>Long and Short Term Causes of the American Revolution – Colonial Perspective Vocabulary Foldable. Students will complete a foldable of the key vocabulary terms for standard H3a. The terms are French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Sugar Act, Townshend Act, Quartering Act, Declaration of Independence. Students will define the terms using the textbook, re-write the definition in their own words, and draw a picture to represent the term.</p>
Differentiation	Use of HOT's during instructional period to check for comprehension	Use of HOT's during instructional period to check for comprehension	Use of graphic organizer to assist in organizing and comprehending information	Collaborative Small Groups	Foldable
WICOR (AVID)	AVID Strategy: Cornell Notes & Summary	AVID Strategy: Cornell Notes & Summary	AVID Note-Taking Strategy: Use of graphic organizers; writing, Comparison Chart, Analysis historical information	AVID Strategy: Timelines, Analysis historical information	AVID Strategy: Vocabulary Strategy
Homework	Review today's notes. In the left-hand side of the notes, you will develop your own level 2 and 3 questions or topics. Also, summarize today's notes.	Review today's notes. In the left-hand side of the notes, you will develop your own level 2 and 3 questions or topics. Also, summarize today's notes.	Finish your summary	Study for tomorrow's quiz.	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice weekend.

Reminders:

- Friday, October 17, 2014: HND Brainstorming Worksheet Due
- Students can check out textbooks for the year from the media center.