

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

**Week of April 13-17, 2015**

<p><b>Standards/Elements</b></p>	<p><b>SS8H9 The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.</b>  a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.  b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.  c. Explain the impact of the Holocaust on Georgians.  d. Discuss President Roosevelt’s ties to Georgia including his visits to Warm Springs and his impact on the state.</p> <p><b>SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.</b>  a. Analyze the impact of the transformation of agriculture on Georgia’s growth.  b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.  c. Discuss the impact of Ellis Arnall.</p> <p><b>SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.</b>  a. Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.  b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.  c. Discuss the impact of Andrew Young on Georgia.</p> <p><u><b>Economics</b></u>  <b>SSE1</b> The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p><b>SS8E3 The student will evaluate the influence of Georgia’s economic growth and development.</b>  c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as CocaCola, Delta Airlines, Georgia-Pacific, and Home Depot.</p>
<p><b>Essential Questions</b></p>	<p><u><b>H9</b></u>  Prior to the US’s involvement in WWII, in what ways was it involved in the war? H9a  How did Georgia contribute to WWII? H9b  How did the Holocaust impact Georgians? H9c  What was President Roosevelt’s connection to the state, and what was the impact as the result of that connection? H9d</p> <p><u><b>H10 &amp; E3c</b></u>  What was the impact of the transformation of agriculture on Georgia’s growth? H10a  How did the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contribute to the growth of Georgia? H10b  Who was Ellis Arnall and in what ways did he impact Georgia? H10c</p>

	<p><b>H11</b>  What were the major developments in civil rights and Georgia’s role during the 1940s and 1950s; including the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag? H11a  What role did Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; including such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox? H11b  Who was Andrew Young and in what ways did he impact Georgia? H11c</p>
<p><b>Enduring Understandings</b></p>	<p><b>Conflict and Change:</b> The student will understand that when there is a conflict between or within societies, change is the result.  <b>Production, Distribution, Consumption:</b> The student will understand the productions, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.  <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>H8:</b> Boll Weevil, Drought, Great Depression, Eugene Talmadge, New Deal, Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification, and Social Security, integrate/integration, subsidies</p> <p><b>H9:</b> Lend-Lease, Pearl Harbor, Bell Aircraft, Richard Russell, Carl Vinson, Savannah and Brunswick Shipyards, Holocaust, President Franklin D. Roosevelt, Warm Springs</p> <p><b>H10:</b> agriculture, mayors William B. Hartsfield and Ivan Allen, Jr., major league sports, Ellis Arnall</p> <p><b>H11:</b> Civil Rights Movement, Jim Crow Laws, Separate-but-Equal, Herman Talmadge, Benjamin Mays, white primary, Brown v. Board of Education, Martin Luther King, Jr., 1956 state flag, Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter, University of Georgia, Albany Movement, March on Washington, Civil Rights Act, Maynard Jackson, Lester Maddox, Andrew Young</p>

<p><b>Learning Format</b> (Highlight All That Apply)</p> <p><b>Whole Group</b></p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Other (Please list): Independent choice assignments and activities</b></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> (Highlight All That Apply)</p> <p><b>Student Conferencing</b>    Performance Task</p> <p><b>Project</b>                      Class Presentation</p> <p><b>Test</b>                              <b>Quiz</b></p> <p><b>Homework</b>                      <b>Ticket Out The Door</b></p> <p><b>CPS Response</b></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>1<sup>st</sup> Period APP</b>	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.
<b>EU</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>
<b>GPS</b>	H9a-d GPS	H10a-c; E3c GPS	H9a-d; H10a-c GPS	H11a-c GPS	H11a-c GPS
<b>EQ</b>	H9 EQs	H10; E3c EQs	H9a-d; H10a-c; E3c EQs	H11a-c EQs	H11a-c EQs
<b>Warm-Up/Hook</b>	Content-based review question/ writing prompt  Students will complete their warm-up in their	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.

	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>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Assessment Review –</b> Review Great Depression Unit Test</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Direct Instruction -</b> Whole group notes – Post World War II Graphic Organizer. Students will complete the graphic organizer with key information, people,</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Independent Work:</b> Students will complete H8-H10 lesson review using Georgia Virtual Online Textbook – Georgia in the 20<sup>th</sup> Century Lesson. Students will review the online lessons and take Cornell Notes.</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>a) <b>Individual Work –</b> Civil Rights Movement Galley Walk. Students will visit stations (both pictures and videos) about key people, places, and events of the Civil Rights Movement (H11). As the students complete</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Individual Work –</b> Conclude Civil Rights Gallery Walk. Turn in summary at the end of the period.</p>

	<p><b>c) Direct Instruction</b></p> <p>- Whole group notes – World War II Graphic Organizer. Students will complete the graphic organizer with key information, people, places, and terms of the H9 Standard.</p>	<p>places, and terms of the H10 Standard.</p>	<p>Ticket-out-the-Door: Students will post 2 key facts they learned from today’s online lesson on the Lesson Review post on Edmodo. Students can comment or give feedback on other students posts.</p>	<p>each station they will complete a Civil Rights Movement Graphic Organizer. To complete the graphic organizer, students will write a summary of the Civil Rights time period.</p>	
<b>And Differentiation</b>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>
<b>WICOR (AVID)</b>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>
<b>Homework</b>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Friday.</p>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Friday.</p>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Friday.</p>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Friday.</p>	<p>Review your notes. Study for the GA Milestones.</p>

**Reminders:**