

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

Week of February 23-27, 2015

<p>Standards/Elements</p>	<p>SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.</p> <ul style="list-style-type: none"> a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth. d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears. <p>SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.</p> <ul style="list-style-type: none"> a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens. b. <i>State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</i> c. <i>Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen’s Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.</i> <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.</p> <ul style="list-style-type: none"> a. Describe how Georgians have engaged in trade in different historical time periods.
<p>Essential Questions</p>	<p>What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia’s growth? (H5a)</p> <p>What are the differences between the headright system and the land lottery system of land distribution and how did each impact the growth of Georgia? (H5b)</p> <p>What was the Yazoo Land Fraud and how did it change Georgia’s boundaries? (H5b)</p> <p>How did the invention of the Cotton Gin impact Georgia’s economy and population? (H5c, E1,2)</p> <p>How did the growth of railroads influence Georgia’s growth? (H5c, E1,2)</p> <p>How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)</p> <p>What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d)</p> <p>What key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)</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>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> <p>Production, Distribution, Consumption: 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.</p>

	Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.				
Essential Vocabulary	University of Georgia, Abraham Baldwin, Land Grant University, Louisville, Augusta, Churches, Methodist Churches, Second Great Awakening, Circuit Riders, Land Policy, Headright System, Land Lottery, Yazoo Land Act, Yazoo Land Fraud, Cotton Gin, Trail of Tears, Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, Creek Native Americans, Cherokee Native Americans, Syllabary, slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850, Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession, Alexander Stephen				
Learning Format (<i>Highlight All That Apply</i>)	Technology Usage Teacher: Online Reference Information/Informational Texts Student: Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)		Assessment (<i>Highlight All That Apply</i>) Student Conferencing Performance Task Project Class Presentation Test Quiz Homework Ticket Out The Door CPS Response Other (Please list): Daily Warm-Up Questions (review of previously learned material)		
Whole Group					
Cooperative Group					
Flexible Group					
Collaborative Pair					
Centers/Stations					
Other (Please list): Independent choice assignments and activities					
	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period APP	Advisement	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.
EU	Production, Distribution, Consumption Individuals, Groups, Institutions	Individuals, Groups, Institutions	Technological Innovation	Conflict & Change	Conflict & Change
GPS	SS8H5a	SS8H5b	SS8H5c	SS8H5d	SS8H6a
EQ	What role did the establishment of the University of Georgia,	What are the differences between the headright system and the land lottery system of	How did the invention of the Cotton Gin impact Georgia's	How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)	What key issues and events led to the start of the Civil War, and

	Louisville, the spread of Baptist and Methodist churches play in Georgia's growth? (H5a)	land distribution and how did each impact the growth of Georgia? (H5b) What was the Yazoo Land Fraud and how did it change Georgia's boundaries? (H5b)	economy and population? (H5c, E1,2) How did the growth of railroads influence Georgia's growth? (H5c, E1,2)	What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d)	how did they influence the start of the war? (H6a)
Warm-Up/Hook	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.
Resource Materials	<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)
Instructional Activities/ Strategies	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Submit: Students will submit their Westward Expansion Project; project was assigned</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: last night's homework – Students will share speeches. b) Direct Instruction: Student will complete</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: last night's homework – land policies double puzzle b) Direct Instruction: Student will complete</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Direct Instruction/Stations: Students will complete Removal of Creek and Cherokee Native Americans</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: Check and review Events Leading to the Trail of Tears timeline. b) Independent Work:</p>

	<p>over the Winter Break</p> <p>b) Review: Whole-group review of Government Unit Test</p> <p>c) Direct Instruction: Whole group guided notes - The role of the University of Georgia, Louisville, the spread of Baptist and Methodist churches played in Georgia's growth and development</p> <p>d) Partner Work: Students will complete preview activity for tomorrow's class. They will finish for homework. First, the students will read the provided clues and determine if the clues identify the correct land distribution</p>	<p>guided notes: Georgia Land Policies</p> <p>c) Independent Work: Land policies vocabulary review, students will begin the land policies double puzzle. They will finish it for homework.</p>	<p>graphic organizer: Technological Advancements in Georgia between 1789-1840.</p> <p>c) Inquiry Activity: Philosophical Chairs, the cotton gin or railroads, which had a greater impact on Georgia's growth and development?</p> <p>Video Resources: Georgia Stories – King Cotton and the Cotton Gin, http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin</p> <p>The Railroads: Economic Boom, http://www.gpb.org/georgiastories/stories/railroads_economic_boom</p>	<p>graphic organizer. Select students will complete the graphic organizer in small groups with the assistance of Mrs. West.</p>	<ul style="list-style-type: none"> - Students will complete westward expansion quiz (10-15 questions) - Students will begin Events Leading to the Civil War Graphic Organizer.
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	<p>policy. Second the students will read the historical background information to check their clues identifying the correct land distribution policy; they will record their answers on their graphic organizer. Lastly, the students will prepare a mini-speech about the Yazoo Land Fraud's impact on Georgia and how to fix it. Select students will share their speeches in class on Tuesday.</p>				
Differentiation	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p> <p>Guided Notes</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p> <p>Guided Notes</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p> <p>Guided Notes</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p> <p>Graphic Organizer</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p> <p>Graphic Organizer</p>

WICOR (AVID)	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources Philosophical Chairs	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources Graphic Organizer
Homework	Finish your Yazoo Land Fraud mini-speech. Be prepared to present it in class tomorrow.	Complete land policies double puzzle.	Complete Events leading the Trail of Tears timeline. It is due on Friday.	Complete Events leading the Trail of Tears timeline. It is due on Friday. Also, study for tomorrow's quiz.	Review your notes, organize your notebook, watch videos on Mrs. West's website.

Reminders: