

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

**Week of March 16-20, 2015**

<p><b>Standards/Elements</b></p>	<p><u><b>History</b></u>  <b>SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.</b>  a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.  b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.  c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.  d. Explain reasons for World War I and describe Georgia’s contributions.</p> <p><u><b>Economics</b></u>  <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 <b>Coco-Cola</b>, Delta Airlines, Georgia-Pacific, and Home Depot.</p>
<p><b>Essential Questions</b></p>	<p>What changes were goals of the progressive movement?  What were the goals of the populists in Georgia?  In what ways did Georgians fight for civil rights during the progressive era?  What leaders were instrumental in the fight for Civil Rights, and what was their role?  How did Georgia businesses grow during the progressive era?  How did Georgians contribute to World War I?</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>Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, County Unit System, Progressive Era, New South, Jim Crow laws, Plessy v. Ferguson, disenfranchisement, racial violence, suffrage, Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, Alonzo Herndon, National Association for the Advancement of Colored People (NAACP), Civil Rights, Cocoa-Cola, Asa Candler, World War I.</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><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p>Other (Please list): 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                                        <b>Quiz</b></p> <p><b>Homework</b>                              <b>Ticket Out The Door</b></p> <p>CPS Response</p> <p>Other (Please list):</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>
1 <sup>st</sup> 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	Review	<b>Individuals, Groups, Institutions; Conflict &amp; Change</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change</b>	<b>Production, Distribution, and Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change</b>
GPS	Review	SS8H7a	SS8H7b	SS8H7c; SS8E3c	SS8H7d
EQ	Review	<p>What changes were goals of the progressive movement?</p> <p>What were the goals of the populists in Georgia?</p>	<p>In what ways did Georgians fight for civil rights during the progressive era?</p> <p>What leaders were instrumental in the fight for Civil Rights, and what was their role?</p>	How did Georgia businesses grow during the progressive era?	How did Georgians contribute to World War I?

<p><b>Warm-Up/Hook</b></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><b>Resource Materials</b></p>	<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>
<p><b>Instructional Activities/ Strategies</b></p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Assessment Review:</b> Review of Benchmark III, students will update class portfolios and add additional work samples. Also, continue notebook checks.</p> <p>b) <b>Individual Work:</b> Unit Introduction – Students will complete the</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Submit:</b> Students will turn in Chapter 9, Section 3 guided reading.</p> <p>b) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 1 (SS8H7a)</p> <p>c) <b>Independent /Small Group Work:</b> Students will begin New South Wheel Activity</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 2 (SS8H7b)</p> <p>b) <b>Independent /Small Group Work:</b> Students will continue New South Wheel Activity independently; Teacher will conduct small group pull-out review with select students.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 3 (SS8H7c)</p> <p>b) <b>Independent /Small Group Work:</b> Students will continue New South Wheel Activity independently; Teacher will conduct small group pull-out review with select students.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 4 (SS8H7d)</p> <p>b) <b>Independent /Small Group Work:</b> Students will continue New South Wheel Activity independently; Teacher will conduct small group pull-out review with select students.</p>

	Chapter 9, Section 3 Guided Reading.	independently; Teacher will conduct small group pull-out review with select students.			
<b>Differentiation</b>	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.
<b>WICOR (AVID)</b>	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources
<b>Homework</b>	Finish Chapter 9, Section 3 Guided Reading.	Work on New South Wheel Activity	Work on New South Wheel Activity	Work on New South Wheel Activity	Finish New South Wheel Activity, due on Monday. Also, study for Monday's New South Quiz. A study guide will be posted on Edmodo.

**Reminders:**