

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

Week of March 9-13, 2015

<p>Standards/Elements</p>	<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. 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. c. 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. <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 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>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p> <p>How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)</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> <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>SS8H6: slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850, Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession, Alexander Stephen, Battle of Antietam, Battle of Chickamauga, Andersonville, Battle of Gettysburg, Gettysburg Address, Emancipation Proclamation, General Sherman, Union, Confederation, Sherman's March to the Sea, Sherman's Atlanta Campaign, 13th Amendment, 14th Amendment, 15th Amendment, Reconstruction, Sharecropping, Tenant Farming, Freedman's Bureau, Henry McNeal Turner, Ku Klux Klan (KKK)</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): Independent choice assignments and activities</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
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.	
EU	Conflict & Change	Conflict & Change	Conflict & Change	Conflict & Change	
GPS	SS8H6a-c	SS8H6a-c	SS8H6a-c	SS8H6a-c	
EQ	<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>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</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>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</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>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</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>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p>	

				How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)	
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.	<i>No School – Teacher Work Day</i>
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) 	<i>No School – Teacher Work Day</i>
Instructional Activities/ Strategies	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Individual Work: Students will complete Reconstruction Brochure; due at the end of the period.</p>	<p>***Science Benchmark Test, 9-11 AM Modified Schedule***</p> <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Direct Instruction: Whole group review of the causes of the Civil War/Civil War Battles (notes)</p>	<p>***Math Benchmark Test, 9-11 AM Modified Schedule***</p> <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: Social Studies Benchmark III b) Direct Instruction: Whole group review of the causes of the Civil War/Civil War</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Individual Work: Students will complete Civil War Quiz. b) Students will begin New South Guided Reading, Chapter 9, Section 3; due on Monday.</p>	<i>No School – Teacher Work Day</i>

		b) Independent Work: Begin Civil War Unit Choice Activities; activities are due on Thursday.	Battles/Reconstruction (notes) c) Independent Work: Continue working on Civil War Unit Choice Activities; activities are due on Thursday.		
Differentiation	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.	No School – Teacher Work Day
WICOR (AVID)	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	No School – Teacher Work Day
Homework	Bring Events Leading to the Civil War and Chapter 8, Sections 1 & 2 Guided Reading to class complete.	Work on your Civil War Unit Choice Assignments. They are due on Thursday.	Work on your Civil War Unit Choice Assignments. They are due tomorrow.	Finish the Chapter 9, Section 3 Guided Reading Questions (New South)	Finish the Chapter 9, Section 3 Guided Reading Questions (New South)

Reminders: