

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

Week of November 3-7, 2014

<p>Standards/Elements</p>	<p>SS8H3 The student will analyze the role of Georgia in the American Revolution.</p> <ul style="list-style-type: none"> 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. b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. <p>SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles. b. <i>Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution. (Week of November 10-14, 2014)</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 were the causes, both immediate and long term of the American Revolution against England? (H3a) What role did Georgia play in the American Revolution? (H3b) What significant Georgians and Georgian events impacted the American Revolution? (H3b) What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b) <i>What persons/groups/events were significant to the development of the new government and how? (H3b, H4b) (Week of November 10-14, 2014)</i></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>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</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>H3a: French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Sugar Act, Townshend Act, Quartering Act, Declaration of Independence</p> <p>H3b: American Revolution, Revolutionary War, Loyalists, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, Siege of Savannah</p> <p>H4a: Articles of Confederation, Ratify/Ratification, Constitution, Legislature, Republic, Bicameral Legislature, Confederation, Amend, treaty (treaties), ambassador, Branches of Government, Representative, Congress, Sovereignty</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Format <i>(Highlight All That Apply)</i> Whole Group Cooperative Group Flexible Group Collaborative Pair Centers/Stations Other (Please list): Independent choice assignments and activities					
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)					
Warm-Up/Hook	Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page.	Election Day – No School for Students	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) 	Election Day – No School for Students	<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	1) Complete warm-up activity/question 2) Continue American Revolution Review Learning Stations.	Election Day – No School for Students	1) Complete warm-up activity/question 2) Finish and submit American Revolution Review Learning Stations.	1) Complete warm-up activity/question 2) Administer 4.5 Assessment; students will complete American Revolution 4.5 Assessment. The	1) Complete warm-up activity/ Question 2) Quick Check & Review: “A New Government for a New

	<p>Stations (DOK 1, 2, 3):</p> <ul style="list-style-type: none"> -Nancy Hart Analyzing History Document Based Questions - Causes of the American Revolution Matching Game -Who Am I? – Key GA colonists and events of the American Revolution -Join or Die Political Cartoon Analysis - Secondary Source: Austin Dabney Character Map -Battle of Kettle Creek Journal Entry (need newspaper bags cut up to resemble old paper and black markers) -Siege of Savannah Graphic Organizers 		<p>Stations (DOK 1, 2, 3):</p> <ul style="list-style-type: none"> -Nancy Hart Analyzing History Document Based Questions - Causes of the American Revolution Matching Game -Who Am I? – Key GA colonists and events of the American Revolution -Join or Die Political Cartoon Analysis - Secondary Source: Austin Dabney Character Map -Battle of Kettle Creek Journal Entry (need newspaper bags cut up to resemble old paper and black markers) -Siege of Savannah Graphic Organizers 	<p>assessment covers the causes of the American Revolution (H3a) and the significant Georgians and Georgian events during the American Revolution (H3b). 3) Begin “A New Government for a New Country” guided reading (secondary source text). Students will work independently to complete the guided reading assignment, select students will be pulled for pull-out groups to work with the teacher.</p>	<p>Country” guided reading (last night’s homework) 3) Cornell Notes & Summary: A New Government for a New Country, Part 1(15-20 minutes);</p> <p>TOD (will be graded): Students will review notes, create topics, and questions, and write their summary before leaving class.</p> <p>***Make-Up 4.5 assessment for students absent on Thursday.***</p>
Differentiation	Learning Stations	Election Day – No School for Students	Learning Stations	Small group reading, pull-out groups.	Small group reading, pull-out groups.
WICOR (AVID)	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical	Election Day – No School for Students	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical	AVID Strategy: Guided Reading	AVID Strategy: Guided Reading

	information, Analysis historical information, Vocabulary Strategy		information, Analysis historical information, Vocabulary Strategy		
Homework	<p>1) Prepare for Thursday's mid-unit test, study all of your American Revolution Notes and review Chapter 5, Sections 2-4.</p> <p>2) Work on your National History Day research sources and notes. They are due on next Friday, November 14, 2014.</p>	<p>1) Prepare for Thursday's mid-unit test, study all of your American Revolution Notes and review Chapter 5, Sections 2-4.</p> <p>2) Work on your National History Day research sources and notes. They are due on next Friday, November 14, 2014.</p>	<p>1) Prepare for Thursday's mid-unit test, study all of your American Revolution Notes and review Chapter 5, Sections 2-4.</p> <p>2) Work on your National History Day research sources and notes. They are due on next Friday, November 14, 2014.</p>	<p>Finish Guided Reading Assignment. It due tomorrow and will be checked and reviewed at the beginning of class.</p>	<p>1) Work on your National History Day research sources and notes. They are due on next Friday, November 14, 2014.</p> <p>2) Review your notes, organize your notebook, and update your table of contents.</p>

Reminders:

- Monday, November 10, 2014 - Pass back and review American Revolution 4.5 Assessment.
- Thursday, Lab time for NHD research and work.
- Friday, November 14th, 2014 – HND Research Sources & Notes Due; at least 5 different primary and secondary sources.