

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

Week of October 27-31, 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>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)</p> <p>What role did Georgia play in the American Revolution? (H3b)</p> <p>What significant Georgians and Georgian events impacted the American Revolution? (H3b)</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>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>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>
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	Monday	Tuesday	Wednesday	Thursday	Friday
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	1) Complete warm-up activity/ Question 2) American Revolution Guided Reading, Chapter	1) Complete warm-up activity/question 2) Review Friday's quiz 3) Road to Revolution to Revolution Cornell Notes (section 2, 15-20 min).	1) Complete warm-up activity/ Question 2) Road to Revolution to Revolution Cornell Notes (section 2, 15-20 min);	1) Complete warm-up activity/question 2) Begin American Revolution Review Learning Stations. Stations (DOK 1, 2, 3):	1) Complete warm-up activity/ Question 2) Submit American Revolution leveled, content-specific choice assignments and

	<p>5, Sections 4 (The Revolutionary War Period (pages 153-165); due at the end of the period, if incomplete at the end of the period students will have to complete the assignment for homework. 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>*Make-up quiz for students who missed Friday's quiz.</p>	(DOK 1,2)	<p>include Nancy Hart Georgia Story. (DOK 1,2)</p> <p>***Mock Writing Test Today***</p>	<p>-Nancy Hart Analyzing History Document Based Questions</p> <p>- Causes of the American Revolution Matching Game</p> <p>-Who Am I? – Key GA colonists and events of the American Revolution</p> <p>-Join or Die Political Cartoon Analysis</p> <p>- Secondary Source: Austin Dabney Character Map</p> <p>-Battle of Kettle Creek Journal Entry (need newspaper bags cut up to resemble old paper and black markers)</p> <p>-Siege of Savannah Graphic Organizers</p>	<p>activities for week 2 (DOK 1, 2, 3)</p> <p>3) Weekly Quiz, Important Georgia colonists and events of the American Revolution (H3b)</p> <p>3) Work on American Revolution Review Learning Stations, finish and submit on Monday.</p>
Differentiation	<p>Small group reading, pull-out groups.</p> <p>Leveled, Content-Specific Choice Assignment and Activities</p>	<p>Use of HOT's during instructional period to check for comprehension</p> <p>Leveled, Content-Specific Choice Assignment and Activities</p>	<p>Use of HOT's during instructional period to check for comprehension</p> <p>Leveled, Content-Specific Choice Assignment and Activities</p>	Learning Stations	Learning Stations
WICOR (AVID)	<p>AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy</p>	<p>AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information,</p>	<p>AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy</p>	<p>AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary</p>	<p>AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy</p>

		Vocabulary Strategy		Strategy	
Homework	<p>Finish your Chapter 5, Section 4 Guided Reading Assignment.</p> <p>Work on your American Revolution Unit Choice Assignments and Activities for weeks 2; they are due on Friday.</p>	<p>Work on your American Revolution Unit Choice Assignments and Activities for weeks 2; they are due on Friday.</p>	<p>Work on your American Revolution Unit Choice Assignments and Activities for weeks 2; they are due on Friday.</p>	<p>Work on your American Revolution Unit Choice Assignments and Activities for weeks 2; they are due on Friday.</p> <p>Also, study for tomorrow's quiz.</p>	<p>Work on your American Revolution Unit Choice Assignments and Activities for week 3; it is due on Wednesday.</p>

Reminders:

- Lab 2, during periods 3 and 4, is reserved for NHD project work on Thursdays.