

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

Week of September 22-26, 2014

Standards/Elements	<p>SS8H2 The student will analyze the colonial period of Georgia’s history.</p> <ul style="list-style-type: none"> b. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. <p>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p>
Essential Questions	<p>Which cultural groups impacted the Georgia Colony and what were their contributions? (H2b)</p> <p>How did Georgia become a Royal colony and what effect did this event have on the colonists? (H2c)</p>
Enduring Understandings	<p>Movement & Migration: The student will understand that the movement and migration of people and ideas affects all societies involved.</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>
Essential Vocabulary	<p>H2b: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants, Catholics, War of Jenkins’ Ear, Fort King George</p> <p>H2c: Slavery, Royal Governor, John Reynolds, Henry Ellis, James Wright</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):</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	
<p>Warm-Up/Hook</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>Resource Materials</p>	<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) 	
<p>Instructional Activities/ Strategies</p>	<p>1) Complete warm-up activity/question</p>	<p>1) Complete warm-up activity/question</p> <p>2) Video review – Students will view the following Georgia Stories Videos – Colonial Surgeon, Daily Life in Georgia,</p>	<p>1) Complete warm-up activity/Question</p> <p>2) Check and review last night’s homework – Story of Georgia Worksheet</p> <p>3) Cornell Notes & Summary – Students will take Cornell</p>	<p>1) Complete warm-up activity/question</p> <p>2) Changes in the Georgia Colony Comparison Chart – Students will complete the chart comparing the issues of land boundaries,</p>	<p>1) Complete warm-up activity/Question</p> <p>2) Standards Wrap-Up Activity: Students, in small collaborative groups, will complete a timeline of the significant dates and events</p>	

	<p>2) Pass back and review Friday's.</p> <p>3) Complete Notes & Graphic Organizer - Salzburgers, Highland Scots, and Malcontents in the Georgia Colony. Students will identify three additional groups that impacted the development of the Georgia colony. Students will identify where they groups came from, why they came to Georgia, and their impact on the Georgia colony. (DOK 1, 2)</p> <p>4) Begin Postcard Home – Students will pretend that they are a Salzburger, Highland Scot, or Malcontent that is newly arrived in Georgia. They will write postcard to a friend or family member back home that addresses the following components:</p> <ul style="list-style-type: none"> - Identifies their homeland 	<p>Ebenezer: The Stone of Help, and The Scottish Highlanders.</p> <p>3) Map Activity & Timeline – Students will complete the map and timeline activity outlining significant battles between James Oglethorpe/British colonists and the Spanish attempting to invade the 13 British colonies during the “War of Jenkins’s Ear”. Students will have a visual that explains the importance of Georgia’s role as a buffer colony. (DOK 1, 2, 3)</p>	<p>notes about Georgia’s royal colony period. Students will learn about how Georgia became a royal colony, and the three royal governors. (DOK 1,2)</p>	<p>government, land ownership, and slavery between the regulations of the trustee Georgia colony and the royal Georgia colony. (DOK 1,2,3)</p>	<p>in Georgia’s colonial history. Students will paste the events in order on a large timeline, using butcher paper. They will then copy their completed timeline in their notebook. (DOK 1, 2)</p>
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	<ul style="list-style-type: none"> - Why they left their homeland - Their impact on the Georgia colony - Explain what their life is like living in the Georgia colony - Draw a picture to represent your life in Georgia (DOK 1, 2, 3) <p>*Students will re-submit revised/missing station assignments (periods 3-5).</p>				
Differentiation	Use of HOT's during instructional period to check for comprehension	Use of graphic organizer to assist in organizing and comprehending information	Use of HOT's during instructional period to check for comprehension	Use of graphic organizer to assist in organizing and comprehending information	Collaborative Small Groups
WICOR (AVID)	AVID Note-Taking Strategy: Use of graphic organizers; writing	AVID Strategy: The analysis historical and informational texts	AVID Strategy: Cornell Notes & Summary, Analysis historical information	AVID Strategy: Comparison Chart, Analysis historical information	AVID Strategy: Timelines, Analysis historical information
Homework	Finish Postcard Activity	Complete Story of Georgia Worksheet	Write your summary of today's notes.	Write a summarizing paragraph explaining the changes that took place in the Georgia colony when it transitioned from a trustee colony to a royal colony. Specifically indicate the changes in regulations regarding land ownership, slavery, government, and the colonies boundaries.	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice weekend.