

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

**Week of September 8-12, 2014**

<p><b>Standards/Elements</b></p>	<p><b>SS8H2 The student will analyze the colonial period of Georgia’s history.</b>  a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.</p> <p><b>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</b></p> <p><b>Review:</b>  <b>SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.</b>  b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.  c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.</p>
<p><b>Essential Questions</b></p>	<p>Who was responsible for starting the Georgia colony?  For what reasons was the Georgia colony founded?  Other than our founder, James Oglethorpe, who were some other individuals who influenced the Georgia colonial society?  Where was the colony founded?</p> <p><b>Review:</b>  How did early European contact affect the culture of the Mississippian Indians? (H1b)  What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)  Which European countries competed for settlement in the Southeastern US? (H1c)</p>
<p><b>Enduring Understandings</b></p>	<p><b>Movement &amp; Migration:</b> The student will understand that the movement and migration of people and ideas affects all societies involved.</p> <p><b>Production, Distribution, and Consumption:</b> 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><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>Review:</b>  <b>Conflict &amp; Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p>

<b>Essential Vocabulary</b>	James Oglethorpe, Charter of 1732, Tomochichi, Mary Musgrove, City of Savannah, Charity, Economics, Defense, Buffer Colony, Worthy Poor, Debtor, Battle of Bloody Marsh, Mulberry Bushes, Rice, Indigo, Silk, Mercantilism, Indentured Servant, Slave  <b>Review:</b> <b>H1b:</b> Barrier Islands, Hernando de Soto, Spanish Missions <b>H1c:</b> Mercantilism, Colony, Monarch				
<b>Learning Format</b> <i>(Highlight All That Apply)</i>  <b>Whole Group</b>  <b>Cooperative Group</b>  <b>Flexible Group</b>  <b>Collaborative Pair</b>  <b>Centers/Stations</b>  <b>Other (Please list):</b>	<b>Technology Usage</b> <b>Teacher:</b> Online Reference Information/Informational Texts  <b>Student:</b> Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)			<b>Assessment</b> <i>(Highlight All That Apply)</i> <b>Student Conferencing</b> <b>Performance Task</b> <b>Project</b> <b>Class Presentation</b> <b>Test</b> <b>Quiz</b> <b>Homework</b> <b>Ticket Out The Door</b> <b>CPS Response</b> <b>Other (Please list):</b>  <b>Daily Warm-Up Questions (review of previously learned material)</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Warm-Up/Hook</b>	Content-based review question/ writing prompt  Warm-Ups completed on page 43 in notebook (periods 3-5)  Page 38 (period 6)	Content-based review question/ writing prompt  Warm-Ups completed on page 43 in notebook (periods 3-5)  Page 38 (period 6)	Content-based review question/ writing prompt  Warm-Ups completed on page 43 in notebook (periods 3-5)  Page 38 (period 6)	Content-based review question/ writing prompt  Warm-Ups completed on page 43 in notebook (periods 3-5)  Page 38 (period 6)	Content-based review question/ writing prompt  Warm-Ups completed on page 43 in notebook (periods 3-5)  Page 38 (period 6)
<b>Resource Materials</b>	<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</li> </ul>				

	(georgiaencyclopedia.org)				
<b>Instructional Activities/ Strategies</b>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Building Background Knowledge: Mini-Lesson: 13 British Colonies</p> <p>3) Stations: 13 Colonies Fact Map Activity</p> <p>Period 6:</p> <p>2) Pass back group presentation grades.</p> <p>3) Pass back and review Friday's Quiz</p> <p>4) Review Notes: Reasons for Exploration, Hernando de Soto, Spanish Missions, and Impact on Native Americans</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Check and review 13 Colonies Fact Map Activity</p> <p>3) Building Background Knowledge: Graphic Organizer – Life During Colonial Times</p> <p>4) Video: 13 British Colonies</p> <p>5) Begin Chapter 4, Sections 2 and 3 Guided Reading</p> <p>Period 6:</p> <p>2) Building Background: Graphic Organizer – Life During Colonial Times</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Turn in Choice Board Review Activities</p> <p>3) Begin Class Notes: Founding of the Georgia Colony</p> <p>Period 6:</p> <p>2) Complete Chapter 4, Sections 2 and 3 Guided Reading.</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Finish Class Notes: Founding of the Georgia Colony</p> <p>3) Review Game: Prep for tomorrow's quiz.</p> <p>Period 6:</p> <p>2) Begin Story of Georgia Book Performance Task</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Complete Quiz: Reasons for European Exploration, Hernando de Soto, Spanish Missions, 13 Colonies, Creation of the Georgia Colony</p> <p>3) Complete Jamestown Online Simulation or Finish Guided Reading.</p> <p>4) Turn in Guided Reading Homework.</p> <p>Period 6:</p> <p>2) Continue working on Story of Georgia Book Performance Task. It is due on Tuesday.</p>
<b>Differentiation</b>	Learning Stations	Graphic Organizer			
<b>WICOR (AVID)</b>	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Graphic Organizer to organize information and make connections to other information.	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Writing and the analysis historical and informational texts; Cornell Notes & Summary	AVID Strategy: Writing and the analysis of historical and informational texts; Cornell Notes & Summary
<b>Homework</b>	Periods 3-5: 1) Finish the follow-up questions	Periods 3-5: Complete Chapter 4, Sections 2 and 3	Periods 3-5: Complete Chapter 4, Sections 2 and 3 Guided Reading. Due on	Periods 3-5: Complete Chapter 4, Sections 2 and 3 Guided Reading. Due on	Review your notes, organize your notebook and table of contents, watch videos on Mrs.

	of your 13 Colonies Fact Map Activity  2) Finish your Choice Board Review Activities, due Wednesday.  Period 6: Review your notes	Guided Reading. Due on Friday.  Period 6: Study your notes.	Friday. Also, review your notes in preparation for Friday's quiz.  Period 6: Complete Chapter 4, Sections 2 and 3 Guided Reading	Friday. Also, review your notes in preparation for Friday's quiz.  Period 6: Work on your story book.	West's website, and have a nice weekend.
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Reminders: Periods 3-5 (9/15/14) – Complete Story of Georgia of Worksheet as a review activity