

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

Week of November 17-21, 2014

<p>Standards/Elements</p>	<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. 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. <p>SS8CG1 The student will describe the role of citizens under Georgia's constitution.</p> <ul style="list-style-type: none"> a. Explain the basic structure of the Georgia state constitution. b. Explain the concepts of separation of powers and checks and balances. c. Describe the rights and responsibilities of citizens. d. Explain voting qualifications and elections in Georgia. e. Explain the role of political parties in government.
<p>Essential Questions</p>	<p>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) What persons/groups/events were significant to the development of the new government and how? (H3b, H4b) What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c) What is the basic structure of Georgia's Constitution? (CG1a) How do the concepts of checks and balances and separation of powers ensure that one branch does not become more powerful over the others? (CG1b) What are the rights of American citizens and what responsibilities accompany these basic rights of citizenship? (CG1c)</p>
<p>Enduring Understandings</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>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>H4a: Articles of Confederation, Ratify/Ratification, Constitution, Legislature, Republic, Bicameral Legislature, Confederation, Amend, treaty (treaties), ambassador, Branches of Government, Representative, Congress, Sovereignty, Unicameral Legislature</p> <p>H4b: Abraham few, William Baldwin, Virginia Plan, Great Compromise, 3/5 Compromise, Slavery</p> <p>CG1: Constitution, Separation of Powers, Checks and Balances, Rights, Responsibilities, Articles, Executive Branch, Legislative Branch, Judicial Branch, Democrat, Republican, Independent, General Election, Mid-Term Election</p>

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 (Highlight All That Apply) 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)	
	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) Review 4.5 assessment (American Revolution	1) Complete warm-up activity/question 2) Cornell Notes & Summary: A New Government for a New Country, Part 3	1) Complete warm-up activity/question 2) Catch-Up Day: Finish notes, pass back and review previous assignments,	1) Complete warm-up activity/question 2) Complete History of Georgia Test (Pre-History to Statehood; SS8H1-SS8H4).	1) Complete warm-up activity/question 2) Review History of Georgia Test (if ready). 3) Complete Graphic Organizer

	Unit Test) 3) Cornell Notes & Summary: A New Government for a New Country, Part 2 (focus – Constitutional Convention – Great Compromise, 3/5 Compromise); TOD (will be graded): Students will review notes, create topics, and questions, and write their summary before leaving class. (DOK 1,2,3)	(focus – Georgia Constitution of 1777, strengths and weaknesses): Students will review notes, create topics, and questions, and write their summary before leaving class. (DOK 1,2,3)	organize notebook. 3) Work on History of Georgia Comic Strip (review activity in preparation for Thursday’s test). (DOK 1,2)	(DOK 1, 2, 3) Students will complete History of Georgia to gauge their acquisition of history standards prior to the semester final exam. History standards H2-H4 will be assessed on the semester final exam. History of Georgia Test will be comprised of multiple choice and constructed response questions.	(Notes) – Introduction to Government Graphic organizer will cover the role of government, levels and branches of government, checks and balances, and separation of powers. (DOK 1,2) Lesson includes time for students to ask questions.
Differentiation	Study Buddy Notes Review – work with a partner to review notes and write summary	Study Buddy Notes Review – work with a partner to review notes and write summary			Graphic Organizer to Arrange Information
WICOR (AVID)	AVID Strategy: Cornell Notes & Summary	AVID Strategy: Cornell Notes & Summary	AVID Strategy: Organization		AVID Strategy: Use of Graphic Organizers
Homework	1) Work on History of Georgia Comic Strip. It is due on Thursday. 2) Work on your National History Day Project.	1) Work on History of Georgia Comic Strip. It is due on Thursday. 2) Work on your National History Day Project.	1) Work on History of Georgia Comic Strip. It is due on Thursday. 2) Work on your National History Day Project.	1) Review your notes, organize your notebook, and update your table of contents. 2) Work on your National History Day Project.	1) Review your notes, organize your notebook, and update your table of contents. 2) Work on your National History Day Project.

Reminders:

- Thursday, Lab time for NHD research and work.