

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

Week of March 30-April 3, 2015

<p>Standards/Elements</p>	<p>SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.</p> <p>a. Describe the impact of the boll weevil and drought on Georgia. b. Explain economic factors that resulted in the Great Depression. c. Discuss the impact of the political career of Eugene Talmadge. d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security</p> <p>SS8H9 The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.</p> <p>a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor. b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson. c. Explain the impact of the Holocaust on Georgians. d. Discuss President Roosevelt’s ties to Georgia including his visits to Warm Springs and his impact on the state.</p> <p>Economics</p> <p>SSE1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p>
<p>Essential Questions</p>	<p>H8</p> <p>How did the boll weevil and the drought affect the economy of Georgia? E1 What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a During the late teens of the 1900’s, what natural forces resulted in significant negative impact on the economy of the south? H8a How did economic factors lead to the Great Depression? H8b Who was Eugene Talmadge and how did his political career impact the state? H8c What was the New Deal? H8d How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia? H8d</p> <p>H9</p> <p>Prior to the US’s involvement in WWII, in what ways was it involved in the war? H9a How did Georgia contribute to WWII? H9b How did the Holocaust impact Georgians? H9c</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. Production, Distribution, Consumption: The student will understand the productions, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society. 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>H8: Boll Weevil, Drought, Great Depression, Eugene Talmadge, New Deal, Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification, and Social Security, integrate/integration, subsidies</p> <p>H9: Lend-Lease, Pearl Harbor, Bell Aircraft, Richard Russell, Carl Vinson, Savannah and Brunswick Shipyards, Holocaust, President Franklin D. Roosevelt, Warm Springs</p>				
Learning Format <i>(Highlight All That Apply)</i>		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>		
Whole Group Cooperative Group Flexible Group Collaborative Pair Centers/Stations Other (Please list): Independent choice assignments and activities				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	
1st Period APP	Advisement	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	
EU	Production, Distribution, and Consumption	Production, Distribution, and Consumption	Individuals, Groups, Institutions	Individuals, Groups, Institutions; Production, Distribution, and Consumption; Conflict and Change	Conflict and Change	
GPS	SS8H8a,b; E1	SS8H8b and d	SS8H8c	Review: SS8H8a-d SS8H9a	SS8H9a,b	
EQ	How did the boll weevil and the drought affect	What was the New Deal? H8d	Who was Eugene Talmadge and how did his political career impact the state? H8c	Prior to the US's involvement in WWII, in what ways was it involved in the war? H9a	Prior to the US's involvement in WWII, in what ways was it involved in the war? H9a	

	<p>the economy of Georgia? E1</p> <p>During the late teens of the 1900's, what natural forces resulted in significant negative impact on the economy of the south? H8a</p> <p>How did economic factors lead to the Great Depression? H8b</p>	<p>How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia? H8d</p>			<p>How did Georgia contribute to WWII? H9b</p>
Warm-Up/Hook	<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>
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	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Direct Instruction:</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Lesson Introduction – Confidence Great</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Submit: Students will turn-in group Great</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Assessment: Students will complete Great Depression Unit Test</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Direct Instruction: Whole Group Notes – US involvement in WWII and How Georgia was</p>

	<p>Whole group notes – Finish Great Depression Notes</p> <p>b) Visuals: Great Depression Video</p> <p>c) Group Work: Working in small groups, students will create a period-era newspaper about the boll weevil infestation and how it impacted Georgia’s agriculture; the drought and how it impacted Georgia’s agriculture; causes of the Great Depression and its impact upon Georgians and the country; FDR and New Deal programs, and how the programs benefitted Georgians; and . Students will use notes and other</p>	<p>Depression Cartoon.; analyze and discuss.</p> <p>b) Direct Instruction: Students will complete New Deal graphic Organizer; describes the New Deal, New Deal programs - Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification, and Social Security – and their impact on Georgians.</p> <p>c) Group Work: Students will work on newspaper project. It is due on Wednesday.</p> <p>d) Individual Work - Ticket-out-of-the-Door: Identify the New Deal program with the correct description.</p>	<p>Depression Newspaper project.</p> <p>b) Direct Instruction: Whole Group notes – Political Impact of Eugene Talmadge</p> <p>c) Visuals: Today in Georgia History – Eugene Talmadge Video (1:00 minutes), http://www.todayingeorgiahistory.org/content/eugene-talmadge</p> <p>d) Individual Work - Ticket-out-of-the-Door: Review your notes and describe Eugene Talmadge using the 5 senses and outline of figure: What did he see?; What did he hear?; What did he touch?; What did he say? Where did he go?</p>	<p>(about 10-20 questions).</p> <p>b) Individual Work – Students will begin Impact of WWII on Georgia Mini-Lessons (Lend-Lease and Pearl Harbor). For each mini-lesson, students will write a brief summary, create 2 level-2 DOK questions, and draw a picture to help them remember the information. Turn in at the end of the period.</p>	<p>Involvement in WWII , graphic organizer.</p> <p>b) Visuals: WWII Video (America the History of US)</p> <p>c) Individual Work –Ticket-Out-The-Door: Quickwrite: Identify and explain one way in which Georgia contributed to WWII.</p>
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	supplemental information (handouts and videos).				
And Differentiation	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.
WICOR (AVID)	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Reading Non-Fiction Sources
Homework	Work on Great Depression-Era News Paper Project. It is due on Wednesday.	Work on Great Depression-Era News Paper Project. It is due on Wednesday.	Study for tomorrow's Great Depression Unit Test	Study notes in preparation for GA Milestones	Work on GA Milestones Review Packet

Reminders: