

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

Week of March 2-6, 2015

<p>Standards/Elements</p>	<p>Review:</p> <p>SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.</p> <ul style="list-style-type: none"> a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears. <p>SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.</p> <ul style="list-style-type: none"> a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens. b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville. c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan. <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 key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)</p> <p>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p> <p>How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)</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>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> <p>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.</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>SS8H5: University of Georgia, Abraham Baldwin, Land Grant University, Louisville, Augusta, Churches, Methodist Churches, Second Great Awakening, Circuit Riders, Land Policy, Headright System, Land Lottery, Yazoo Land Act, Yazoo Land Fraud, Cotton Gin, Trail of Tears, Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, Creek Native Americans, Cherokee Native Americans, Syllabary</p> <p>SS8H6: slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850, Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession, Alexander Stephen, Battle of Antietam, Battle of Chickamauga, Andersonville, Battle of Gettysburg, Gettysburg Address, Emancipation Proclamation, General Sherman, Union, Confederation, Sherman's March to the Sea, Sherman's Atlanta Campaign, 13th Amendment, 14th Amendment, 15th Amendment, Reconstruction, Sharecropping, Tenant Farming, Freedman's Bureau, Henry McNeal Turner, Ku Klux Klan (KKK)</p>
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<p>Learning Format (<i>Highlight All That Apply</i>)</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 (<i>Highlight All That Apply</i>)</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
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	Conflict & Change	Conflict & Change	Conflict & Change	Conflict & Change	Conflict & Change
GPS	SS8H6a	SS8H6a, b	SS8H6b, c	SS8H6a-c	SS8H6a-c
EQ	What key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)	What key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)	What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)	What key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)	What key issues and events led to the start of the Civil War, and how did they influence the start of the war? (H6a)

			<p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p> <p>How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)</p>	<p>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p> <p>How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)</p>	<p>What key Civil War events occurred in Georgia, and what was their impact upon the state and people of Georgia? (H6b)</p> <p>After the south's Civil War loss, what plans were proposed in attempt to rebuild and reunite it with the northern states? (H6c)</p> <p>How and in what ways did Reconstruction impact Georgia and the southern states? (H6c)</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) Submit: Students will turn in Civil War Video</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Review: Pass back and review yesterday's</p>	<p>***ELA Benchmark Test, 9-11 AM Modified Schedule***</p> <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Review: Review KIM. Students will keep as notes.</p>	<p>***SS Benchmark Test, 9-11 AM Modified Schedule***</p> <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Whole Group: Students will watch portions of</p>

	<p>Student Made Quiz (weekend homework); quiz is comprised of 10 multiple choice, DOK 2 and 3 questions.</p> <p>b) Review: Students will complete Westward Expansion Quiz (SS8H5a-c).</p> <p>c) Direct Instruction: Introduction to the Civil War Time Period (Before, During, and After), General Overview (10-15 minutes)</p> <p>d) Collaborative/ Group Work: Students will complete a jigsaw activity about the causes of the Civil War. Students will become an expert of one cause of the Civil War. They</p>	<p>Westward Expansion quiz.</p> <p>b) Collaborative/ Group Work: Students will finish causes of the Civil War jigsaw activity.</p> <p>c) Direct Instruction: Whole group review of the causes of the Civil War</p> <p>d) Independent Work: Students will begin Chapter 8, Sections 1 & 2 Guided Reading, significant events of the Civil War (including battles)</p>	<p>a) Review: Check and review Chapter 8, Sections 1 & 2 guided reading assignment (last night's homework). Students will keep as notes.</p> <p>b) Independent Work: Students will complete Reconstruction KIM Notes.</p> <p>K – Key Terms</p> <p>I- Important Facts & Information</p> <p>M – Memorize. Draw a picture to help you remember the information</p>	<p>b) Individual/Partner Work: Civil War Review Scavenger Hunt. Students will work independently or in pairs to complete the Civil War Review Stations. Stations will include short video clips to reinforce key concepts.</p> <p>c) Whole Group: Review Civil War Scavenger Hunt Answers. Answers will also be posted on Edmodo.</p>	<p>the movie Lincoln and discuss.</p>
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	will then share with their group. Upon complete and sharing, students will have completed a graphic organizer about the causes of the Civil War.				
Differentiation	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. Jigsaw Activity	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. Jigsaw Activity	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. Guided Reading	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. KIM Notes	
WICOR (AVID)	AVID Strategy: Reading Non-Fiction Sources; graphic organizer	AVID Strategy: Reading Non-Fiction Sources; graphic organizer	AVID Strategy: Reading Non-Fiction Sources; KIM Notes	AVID Strategy: Reading Non-Fiction Sources	
Homework	Work on your benchmark study guide	Finish Chapter 8, Sections 1 & 2 Guided Reading Work on your benchmark study guide	Finish Reconstruction KIM Notes Work on your benchmark study guide	Finish your benchmark study guide and study for tomorrow's benchmark exam	Review your notes, organize your notebook, watch videos on Mrs. West's website.

Reminders:

- RCPS Focus Walk, Thursday, March 5, 2015