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

## Week of March 23-27, 2015

Standards/Elements	History Histor								
•	SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.								
	a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer								
	Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.								
	b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.								
	c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.								
	d. Explain reasons for World War I and describe Georgia's contributions.								
	SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.								
	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								
	<u>Economics</u>								
	SS8E3 The student will evaluate the influence of Georgia's economic growth and development.								
	c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coco-Cola, Delta Airlines, Georgia-Pacific, and Home								
	Depot.								
	SSE1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.								
Essential Questions	H7								
Lisseritiai Questions	What changes were goals of the progressive movement?								
	What were the goals of the populists in Georgia?								
	In what ways did Georgians fight for civil rights during the progressive era?								
	Who were leaders of the civil rights movement during the progressive era, what in ways did they								
	What leaders were instrumental in the fight for Civil Rights, and what was their role?								
	How did Georgia businesses grow during the progressive era?								
	How did Georgians contribute to World War I?								
	Н8								
	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								
	How did the political career of Eugene Talmadge impact the state? H8c								
	How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia? H8d								

<b>Enduring Understandings</b>									
	<b>Production, Distribution, Consumption:</b> The student will understand the production	· · · · · · · · · · · · · · · · · ·							
	by the society are affected by the location, customs, beliefs, and laws of the soc	•							
	ndividuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through								
	intended and unintended consequences.								
Essential Vocabulary	bulary H7: Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906								
-	Riot, the Leo Frank Case, County Unit System, Progressive Era, New South, Jim Crow laws, Plessy v. Ferguson, disenfranchisement, racial violence,								
	suffrage, Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, Alonzo Herndon, National Association for the Advancement of								
	Colored People (NAACP), Civil Rights, Cocoa-Cola, Asa Candler, World War I.								
	H8: Boll Weevil, Drought, Great Depression, Eugene Talmadge, New Deal, Civilian Conservation Corps, Agricultural Adjustment Act, Rural								
	Electrification, and Social Security, integrate/integration, subsidies								
Learning Format	Technology Usage	Assessment (Highlight All That Apply)							

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Learning Format	Technology Usage	Assessment (Highligh	ght All That Apply)			
(Highlight All That Apply)	Teacher: Online Reference Information/Informational Texts	Student Conferencing	Performance Task			
Whole Group		Project	Class Presentation			
Cooperative Group	Student: Online Reference Information/Informational Texts	Test	Quiz			
Cooperative Group	Georgia Virtual Textbook	<mark>Homework</mark>	Ticket Out The Door			
Flexible Group	New Georgia Encyclopedia (georgiaencyclopedia.org)	CPS Response				
Collaborative Pair	Quizlet.com (vocabulary review)	Other (Please list):  Daily Warm-Up Questions (review of previously learned material)				
Centers/Stations						
Other (Please list): Independent choice assignments and activities						

	Monday	Tuesday	Wednesday	Thursday	Friday		
1 <sup>st</sup> Period APP	Advisement	Social Studies Review Activity.	Social Studies Review Activity.	Social Studies Review Activity.	Social Studies Review Activity.		
		Activity will review low-	Activity will review low-	Activity will review low-	Activity will review low-		
		performing standards.	performing standards.	performing standards.	performing standards.		
EU	Production, Distribution,	Conflict & Change	Individuals, Groups, Institutions;	Individuals, Groups,	Individuals, Groups, Institutions;		
	and Consumption		Production, Distribution, and	Institutions; Production,	Production, Distribution, and		
			Consumption	Distribution, and Consumption	Consumption		
GPS	SS8H7c; SS8E3c	SS8H7d	SS8H7a-d; SS8Ha	SS8H8a; E1	SS8H8a,b; E1		

EQ	How did Georgia businesses grow during the progressive era?	How did Georgians contribute to World War I?	How did the boll weevil and the drought affect the economy of Georgia? E1	How did the boll weevil and the drought affect the economy of Georgia? E1	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?	What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a	What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression?
			During the late teens of the 1900's, what natural forces resulted in significant negative impact on the economy of the south? 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
Warm-Up/Hook	Content-based review question/ writing prompt Students will complete their warm-up in their	Content-based review question/ writing prompt Students will complete their warm-up in their notebook on	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on	Content-based review question/ writing prompt Students will complete their warm-up in their notebook on	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on
	notebook on the assigned page.	the assigned page.	the assigned page.	the assigned page.	the assigned page.
	<ul> <li>Course Textbook</li> <li>Online Reference</li> <li>Information/Informational</li> <li>Texts</li> <li>Georgia Virtual Textbook</li> <li>New Georgia</li> <li>Encyclopedia</li> <li>(georgiaencyclopedia.org</li> </ul>	<ul> <li>Course Textbook</li> <li>Online Reference         Information/Informational             Texts     </li> <li>Georgia Virtual Textbook</li> <li>New Georgia         Encyclopedia         (georgiaencyclopedia.org)     </li> </ul>	<ul> <li>Course Textbook</li> <li>Online Reference         Information/Informational             Texts     </li> <li>Georgia Virtual Textbook         New Georgia Encyclopedia             (georgiaencyclopedia.org)     </li> </ul>	<ul> <li>Course Textbook</li> <li>Online Reference         Information/Informational             Texts     </li> <li>Georgia Virtual Textbook         New Georgia Encyclopedia             (georgiaencyclopedia.org)     </li> </ul>	<ul> <li>Course Textbook</li> <li>Online Reference         Information/Informational             Texts     </li> <li>Georgia Virtual Textbook</li> <li>New Georgia Encyclopedia         (georgiaencyclopedia.org)     </li> </ul>

Activities: 3 Direct Instruction: Whole group oncessor New South Notes, part 3 (SSRT/c) Stories – 1906 Race Riot and Alonzo Herndon Alonzo Herndon C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.    Complete today's warm-up question and write your question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete today's warm-up question and write your homework in your agenda.   Complete New South Write your homework in your agenda.   Complete New South Wile and State of the Wile group review of New South Unit Assessment, also pass back other class work and assessments.   Direct Instruction: Whole group review of New Deal Proger, finish any missing natebook checks.   Direct Instruction: Whole Group Instruction with Goulded Notes—Unit Introduction – Roaring Twenties Unit Guided Reading. It is due on Monday.   Complete New South Unit Assessment Students will turn in their New South Whole group review of New Deal Proger; project is due on Monday.   Complete New South Whole group review of New South Unit Assessment, also pass back other class work and assessments.   Direct Instruction: Whole Group Instruction with Guided Reading. It is due on Monday.   Complete New South Whole Project, finish any missing natebook checks.   Direct Instruction: Whole Group Instruction with Guided Reading. It is due on Monda		۵.			۱.,			۵,		1		_	1	L		
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Stories – 1906 Race Riot and Alonzo Herndon  C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.  Stories – 1906 Race Riot and Alonzo Herndon  C) Individual Work: Students will begin working on Roaring Twenties Unit Guided Reading. It is due on Wednesday.  C) Individual Work: Students will begin working on Roaring Twenties Unit Guided Reading. It is due on Wednesday.  C) Independent /Small Group Work: Students will begin working on Roaring Twenties Unit Guided Reading. It is due on Monday.  C) Independent /Small Group Work: Students will complete New Deal Scenarios to identify which New Deal Program is being described. Review as a class at the end of class.  C) Individual Work - Ticket-out-of-the-Door: Quick write – Explain the impact the boll weevil and group had upon Georgia's			b)	Visuals: Georgia			Students will			checks.			Whole Group			and Social Security – and
Race Riot and Alonzo Herndon  Alonzo Herndon  C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.  C) Individual Work: Students will work on Wednesday.  Review Stations in preparation for Wednesday's test.  C) Individual Work: Students will begin working on Roaring Twenties Unit Guided Reading. It is due on Monday.  C) Independent /Small Guided Notes— Unit Introduction — Roaring 20's, Impact of the Boll Weevil and Drought on Georgia, and the Great Depression  C) Individual Work — Ticket-out-of-the-Door: Quick write — Explain the impact the boll weevil and group had upon Georgia's			•	_			complete New South						Instruction with			their impact on
Alonzo Herndon  C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.  Sudensday.  Project; project is due on Wednesday.  Project; project is due on Wednesday.  Project is due on Wednesday.  South Weel Project; project is due on Wednesday.  South Weevil and Drought On Georgia, and the Great Depression  Scenarios to identify Weil Complete New Deal Scenarios to identify Weil and Work - Ticket-out-of-the- Door: Quick write - Explain the impact the boll weevil and group had upon Georgia's							Review Stations in		c)	Independent /Small			Guided Notes- Unit			Georgians.
C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.  Wednesday's test.  Wednesday's test.  will begin working on Roaring Twenties Unit Guided Reading. It is due on Monday.  Weevil and Drought on Georgia, and the Great Depression  Scenarios to identify which New Deal Program is being described. Review as a class at the end of class.  Explain the impact the boll weevil and group had upon Georgia's							preparation for			Group Work: Students			Introduction – Roaring			
C) Individual Work: Students will work on New South Wheel Project; project is due on Wednesday.  Guided Reading. It is due on Georgia, and the Great Depression  Guided Reading. It is due on Monday.  C) Individual Work - Ticket-out-of-the- Door: Quick write - Explain the impact the boll weevil and group had upon Georgia's				Alonzo nemidon			Wednesday's test.			will begin working on			20's, Impact of the Bol	ı	b)	Independent /Small
Students will work on New South Wheel Project; project is due on Wednesday.  Students will on Monday.  Guided Reading. It is due on Monday.  Great Depression  Scenarios to identify which New Deal Program is being described. Review as a class at the end of class.  Explain the impact the boll weevil and group had upon Georgia's			,							Roaring Twenties Unit			Weevil and Drought			Group Work: Students
work on New South Wheel Project; project is due on Wednesday.  On Monday.  On Monday.  Great Depression  Scenarios to identify which New Deal Program is being described. Review as a class at the end of class.  Explain the impact the boll weevil and group had upon Georgia's			c)							Guided Reading. It is due			on Georgia, and the			will complete New Deal
South Wheel Project; project is due on Wednesday.  C) Individual Work - Ticket-out-of-the- Door: Quick write - Explain the impact the boll weevil and group had upon Georgia's										on Monday.			Great Depression			Scenarios to identify
Project; project is due on Wednesday.  C) Individual Work - Program is being described. Review as a class at the end of class.  Explain the impact the boll weevil and group had upon Georgia's																which New Deal
Project; project is due on Wednesday.  Ticket-out-of-the- Door: Quick write – Explain the impact the boll weevil and group had upon Georgia's				South Wheel								c)	Individual Work -			Program is being
Wednesday.  Door: Quick write — Class at the end of class.  Explain the impact the boll weevil and group had upon Georgia's				Project; project is												= =
Wednesday.  Explain the impact the boll weevil and group had upon Georgia's				due on									Door: Quick write –			class at the end of class.
boll weevil and group had upon Georgia's				Wednesday.												
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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	Finish New South Wheel/Spinner Project. It is due on Wednesday. Also, study for Wednesday's unit test.	Finish New South Wheel/Spinner Project; it is due on Wednesday. Also, study for Wednesday's unit test.	Work on Roaring Twenties Unit Guided Reading. It is due on Monday.	Work on Roaring Twenties Unit Guided Reading. It is due on Monday.	Work on Roaring Twenties Unit Guided Reading. It is due on Monday.

**Reminders:**