

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

Week of March 23-27, 2015

<p><b>Standards/Elements</b></p>	<p><b>History</b></p> <p><b>SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.</b></p> <p>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.</p> <p>b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.</p> <p>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.</p> <p>d. Explain reasons for World War I and describe Georgia’s contributions.</p> <p><b>SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.</b></p> <p>a. Describe the impact of the boll weevil and drought on Georgia.</p> <p>b. Explain economic factors that resulted in the Great Depression.</p> <p>c. Discuss the impact of the political career of Eugene Talmadge.</p> <p>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><b>Economics</b></p> <p><b>SS8E3 The student will evaluate the influence of Georgia's economic growth and development.</b></p> <p>c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as <b>Coco-Cola</b>, Delta Airlines, Georgia-Pacific, and Home Depot.</p> <p><b>SSE1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</b></p>
<p><b>Essential Questions</b></p>	<p><b>H7</b></p> <p>What changes were goals of the progressive movement?</p> <p>What were the goals of the populists in Georgia?</p> <p>In what ways did Georgians fight for civil rights during the progressive era?</p> <p>Who were leaders of the civil rights movement during the progressive era, what in ways did they</p> <p>What leaders were instrumental in the fight for Civil Rights, and what was their role?</p> <p>How did Georgia businesses grow during the progressive era?</p> <p>How did Georgians contribute to World War I?</p> <p><b>H8</b></p> <p>How did the boll weevil and the drought affect the economy of Georgia? E1</p> <p>What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a</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 political career of Eugene Talmadge impact the state? H8c</p> <p>How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia? H8d</p>

<b>Enduring Understandings</b>	<p><b>Conflict and Change:</b> The student will understand that when there is a conflict between or within societies, change is the result.</p> <p><b>Production, Distribution, Consumption:</b> 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><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>				
<b>Essential Vocabulary</b>	<p><b>H7:</b> Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta 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.</p> <p><b>H8:</b> 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><b>Learning Format</b> (<i>Highlight All That Apply</i>)</p> <p><b>Whole Group</b></p> <p>Cooperative Group</p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Other (Please list):</b> Independent choice assignments and activities</p>	<p><b>Technology Usage</b></p> <p><b>Teacher:</b> Online Reference Information/Informational Texts</p> <p><b>Student:</b> Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p>		<p><b>Assessment</b> (<i>Highlight All That Apply</i>)</p> <p><b>Student Conferencing</b>    Performance Task</p> <p><b>Project</b>                      <b>Class Presentation</b></p> <p><b>Test</b>                            <b>Quiz</b></p> <p><b>Homework</b>                    <b>Ticket Out The Door</b></p> <p><b>CPS Response</b></p> <p><b>Other (Please list):</b></p> <p><b>Daily Warm-Up Questions (review of previously learned material)</b></p>		
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1<sup>st</sup> Period APP</b>	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.
<b>EU</b>	<b>Production, Distribution, and Consumption</b>	<b>Conflict &amp; Change</b>	<b>Individuals, Groups, Institutions; Production, Distribution, and Consumption</b>	<b>Individuals, Groups, Institutions; Production, Distribution, and Consumption</b>	<b>Individuals, Groups, Institutions; Production, Distribution, and Consumption</b>
<b>GPS</b>	SS8H7c; SS8E3c	SS8H7d	SS8H7a-d; SS8Ha	SS8H8a; E1	SS8H8a,b; E1

<p><b>EQ</b></p>	<p>How did Georgia businesses grow during the progressive era?</p>	<p>How did Georgians contribute to World War I?</p>	<p>How did the boll weevil and the drought affect the economy of Georgia? E1</p> <p>What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a</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 the boll weevil and the drought affect the economy of Georgia? E1</p> <p>What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a</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 the boll weevil and the drought affect the economy of Georgia? E1</p> <p>What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a</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><b>Warm-Up/Hook</b></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>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>
<p><b>Resource Materials</b></p>	<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 (georgiaencyclopedia.org)</li> </ul>	<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 (georgiaencyclopedia.org)</li> </ul>	<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 (georgiaencyclopedia.org)</li> </ul>	<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 (georgiaencyclopedia.org)</li> </ul>	<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 (georgiaencyclopedia.org)</li> </ul>

<p><b>Instructional Activities/ Strategies</b></p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 3 (SS8H7c)</p> <p>b) <b>Visuals:</b> Georgia Stories – 1906 Race Riot and Alonzo Herndon</p> <p>c) <b>Individual Work:</b> Students will work on New South Wheel Project; project is due on Wednesday.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Whole group notes – New South Notes, part 4 (SS8H7d)</p> <p>b) <b>Independent /Small Group Work:</b> Students will complete New South Review Stations in preparation for Wednesday's test.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Assessment:</b> Students complete New South Unit Test.</p> <p>b) <b>Submit:</b> Students will turn in their New South Wheel project; finish any missing notebook checks.</p> <p>c) <b>Independent /Small Group Work:</b> Students will begin working on Roaring Twenties Unit Guided Reading. It is due on Monday.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Assessment Review:</b> Whole group review of New South Unit Assessment; also pass back other class work and assessments.</p> <p>b) <b>Direct Instruction:</b> Whole Group Instruction with Guided Notes– Unit Introduction – Roaring 20's, Impact of the Boll Weevil and Drought on Georgia, and the Great Depression</p> <p>c) <b>Individual Work - Ticket-out-of-the-Door:</b> Quick write – Explain the impact the boll weevil and group had upon Georgia's economy.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) <b>Class Activities:</b></p> <p>a) <b>Direct Instruction:</b> Students will complete <b>New Deal graphic Organizer; describes the New Deal, New Deal programs</b> - Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification, and Social Security – and their impact on Georgians.</p> <p>b) <b>Independent /Small Group Work:</b> Students will complete New Deal Scenarios to identify which New Deal Program is being described. Review as a class at the end of class.</p>
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<b>Differentiation</b>	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.
<b>WICOR (AVID)</b>	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
<b>Homework</b>	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:**