

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

Week of August 25-29, 2014

Standards/Elements	<p>SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.</p> <ul style="list-style-type: none">a) Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. European exploration and settlement on the Native American cultures in Georgia.b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. <p>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p>
Essential Questions	<p>How did the prehistoric Native Americans develop (evolve) from the Paleo period through the Mississippian Period? (H1a)</p> <p>How did early European contact affect the culture of the Mississippian Indians? (H1b)</p> <p>What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)</p> <p>Which European countries competed for settlement in the Southeastern US? (H1c)</p> <p>What prompted these countries to explore, claim and settle these new lands? (H1c)</p>
Enduring Understandings	<p>Movement & Migration: The student will understand that the movement and migration of people and ideas affects all societies involved.</p> <p>Conflict & Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

Essential Vocabulary	H1a: Pre-historic, Paleo, Archaic, Woodland, Mississippian, Atlatl, Common Era (CE), Before Common Era (BCE), Mounds, Mound Builders H1b: Barrier Islands, Hernando de Soto, Spanish Missions H1c: Mercantilism, Colony, Monarch				
Learning Format <i>(Highlight All That Apply)</i> Whole Group Cooperative Group Flexible Group Collaborative Pair Centers/Stations Other (Please list):	Technology Usage Teacher: Online Reference Information/Informational Texts Student: Online Reference Information/Informational Texts			Assessment <i>(Highlight All That Apply)</i> 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 Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt Warm-Ups completed on page 34 in notebook	Content-based review question/ writing prompt Warm-Ups completed on page 34 in notebook
Resource Materials	<ul style="list-style-type: none"> • Course Textbook • Informational Texts • Georgia Encyclopedia: www.georgiaencyclopedia.org 	<ul style="list-style-type: none"> • Course Textbook • Informational Texts • Georgia Encyclopedia: www.georgiaencyclopedia.org 	<ul style="list-style-type: none"> • Course Textbook • Informational Texts • Georgia Encyclopedia: www.georgiaencyclopedia.org 	<ul style="list-style-type: none"> • Course Textbook • Informational Texts • Georgia Encyclopedia: www.georgiaencyclopedia.org 	<ul style="list-style-type: none"> • Course Textbook • Informational Texts • Georgia Encyclopedia: www.georgiaencyclopedia.org

<p>Instructional Activities/ Strategies</p>	<p>1) Complete warm-up activity/ Question</p> <p>All Periods:</p> <p>2) Teacher Check: Completion of Pre-Historic Native Americans Graphic Organizer and Vocabulary</p> <p>3) Pass back and review Friday's quiz (add to page 35 in notebook)</p> <p>4) Finish Notes: Georgia's Pre-Historic Native Americans (DOK 1,2)</p> <p>5) Review Activity: Which Pre-Historic Native American Group? Match the characteristics with the correct pre-historic Native American group (whole group activity w/collaborative teams; supplies – PPT with clues (characteristics of Pre-Historic Native American groups, white boards, and expo markers). (DOK 1, 2, 3)</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Anticipation Partner Activity: Reasons for European Exploration (DOK 1,2)</p> <p>3) European Exploration Graphic Organizer. Students will read Chapter 4, Section 1 to complete the graphic organizer. (DOK 1,2,3) (page 37 in notebook)</p> <p>Period 6:</p> <p>2) European Exploration of Georgia newscast project(DOK 1,2,3): Students will create a newscast that features the following components:</p> <ul style="list-style-type: none"> - Reasons for exploration from the 3 main countries that explored the southeastern US (England, Spain, and France) - Popular explorers from each country - A map that includes where each country explored or settled in the southeastern US -Hernando de Soto exploration of Georgia and the southeast US -Spanish Missions in Georgia <p>All members of the team must participate in the newscast. A</p>	<p>1) Complete warm-up activity/question</p> <p>All Periods:</p> <p>1) Cornell Notes & Summary: European Exploration (quick review), Hernando de Soto, and the Spanish Missions (pages 38-39 in notebook)</p> <p>2) Georgia Story: Hernando de Soto</p> <p>3) Tweeting with Hernando de Soto (Guided Activity) (DOK 1,2, 3)</p> <p>Period 6:</p> <p>2) Work on European Exploration of Georgia newscast project</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Continue Tweeting with Hernando de Soto Activity</p> <p>Period 6:</p> <p>2) Class Presentations, Videotape Newscasts</p>	<p>1) Complete warm-up activity/question</p> <p>2) Complete Quest (bigger than a quiz, but smaller than a test): Pre-Historic Native Americans, European Exploration, Hernando de Soto, and Spanish Missions</p> <p>Periods 3-5:</p> <p>3) Finish Tweeting with Hernando de Soto Activity</p> <p>Period 6:</p> <p>3) Class Presentations, Videotape Newscasts</p>
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		written script/news stories will be required to be turned in. The newscast will be videotaped so students will need to practice. The use of props and appropriate dress is encouraged.			
Differentiation			Small Group Instruction		
WICOR (AVID)	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Graphic Organizer to organize information and make connections to other information.	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Writing and the analysis historical and informational texts	AVID Strategy: Writing and the analysis of historical and informational texts
Homework	<p>1) Write a summary, 5-7 complete sentences, on your pre-historic Native American notes.</p> <p>2) Watch the European Explorers video on Mrs. West's website to complete the handout. (page 36 in notebook)</p>	<p>Periods 3-5: Use online textbook and resources to complete your graphic organizer.</p> <p>Period 6: Work on gathering information for your newscast and writing your stories.</p>	<p>Periods 3-5: Finish your summary of today's notes.</p> <p>Period 6: Work on gathering information for your newscast and writing your stories.</p>	Study for tomorrow's quest that will focus on the Pre-Historic Native Americans, European Exploration, Hernando de Soto, and Spanish Missions	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice long Labor Day weekend.

Reminders:

Add to Monday's notes:

- Remnants of the Mississippians went on to form Creek and Cherokee Native American groups.
- The Mississippians encountered Spanish explorer Hernando de Soto.