

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

Week of September 15-19, 2014

<p>Standards/Elements</p>	<p>SS8H2 The student will analyze the colonial period of Georgia’s history.</p> <ul style="list-style-type: none"> a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. b. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. <p>SS8E1 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>Who was responsible for starting the Georgia colony? For what reasons was the Georgia colony founded? Other than our founder, James Oglethorpe, who were some other individuals who influenced the Georgia colonial society? Where was the colony founded? Which cultural groups impacted the Georgia Colony and what were their contributions? What persons were instrumental in the establishment of the Georgia colony and why?</p>
<p>Enduring Understandings</p>	<p>Movement & Migration: The student will understand that the movement and migration of people and ideas affects all societies involved.</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> <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>
<p>Essential Vocabulary</p>	<p>H2a: James Oglethorpe, Charter of 1732, Tomochichi, Mary Musgrove, City of Savannah, Charity, Economics, Defense, Buffer Colony, Worthy Poor, Debtor, Mulberry Bushes, Rice, Indigo, Silk, Mercantilism, Indentured Servant, Slave, Trustee</p> <p>H2b: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants, Catholics</p>

<p>Learning Format (Highlight All That Apply)</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):</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 (Highlight All That Apply)</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>		
	Monday	Tuesday	Wednesday	Thursday	Friday	
<p>Warm-Up/Hook</p>	<p>Content-based review question/ writing prompt</p> <p>Warm-Ups completed on page 47 in notebook (periods 3-5)</p> <p>Page 42(period 6)</p>	<p>Content-based review question/ writing prompt</p> <p>Warm-Ups completed on page 47 in notebook (periods 3-5)</p> <p>Page 42 (period 6)</p>	<p>Content-based review question/ writing prompt</p> <p>Warm-Ups completed on page 47 in notebook (periods 3-5)</p> <p>Page 42 (period 6)</p>	<p>Content-based review question/ writing prompt</p> <p>Warm-Ups completed on page 47 in notebook (periods 3-5)</p> <p>Page 42 (period 6)</p>	<p>Content-based review question/ writing prompt</p> <p>Warm-Ups completed on page 47 in notebook (periods 3-5)</p> <p>Page 42 (period 6)</p>	
<p>Resource Materials</p>	<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) 	
<p>Instructional Activities/ Strategies</p>	<p>1) Complete warm-up activity/ question</p>	<p>1) Complete warm-up activity/question</p> <p>2) Begin Stations: a)Georgia Colony Comparing Viewpoints Activity</p>	<p>1) Complete warm-up activity/question</p> <p>2) Continue Stations: a)Georgia Colony Comparing Viewpoints Activity</p>	<p>1) Complete warm-up activity/question</p> <p>2) Finish Stations: a)Georgia Colony Comparing Viewpoints Activity</p>	<p>1) Complete warm-up activity/question</p> <p>2) Philosophical Chairs Topic: There were four groups of people that could become members of the</p>	

	<p>Periods 3-5:</p> <p>2) Pass back and review Friday's quiz (periods 3-5).</p> <p>3) Cornell Notes & Summary: The founding of the GA colony. (DOK 1, 2,)</p> <p>4) Complete 4-Square Vocabulary Model of the following terms: Buffer Colony, Worthy Poor, Debtor, Mulberry Bushes, Rice, Indigo, Silk, Mercantilism, Indentured Servant, Slave, Trustee ((DOK 1, 2, 3)</p>	<p>b) Acrostic Poems: Create a historically accurate and poem using the terms Oglethorpe, Musgrove, and Tomochichi</p> <p>c) Working with primary source documents: Analysis of the Charter of 1732. (DOK 1, 2, 3)</p>	<p>b) Acrostic Poems: Create a historically accurate and poem using the terms Oglethorpe, Musgrove, and Tomochichi</p> <p>c) Working with primary source documents: Analysis of the Charter of 1732. (DOK 1, 2, 3)</p>	<p>b) Acrostic Poems: Create a historically accurate and poem using the terms Oglethorpe, Musgrove, and Tomochichi</p> <p>d) Working with primary source documents: Analysis of the Charter of 1732. (DOK 1, 2, 3)</p> <p>- Turn in at the end of the period.</p> <p>3) Begin Chapter 4, Section 4 Guided Reading (Use Cornell Notes & Summary Format) and Vocabulary. (DOK 1, 2, 3)</p>	<p>Georgia colony (Blacks, liquor dealers, Catholics, and lawyers). Do you think that they should have been allowed to become members of the colony? (DOK 2,3)</p>
Differentiation		Learning Centers/Stations	Learning Centers/Stations	Learning Centers/Stations	
WICOR (AVID)	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Writing and the analysis historical and informational texts	AVID Strategy: Writing and the analysis historical and informational texts	AVID Strategy: Writing and the analysis historical and informational texts	AVID Strategy: Philosophical Chairs
Homework	Finish 4-Square vocabulary terms.	Work on Stations assignments.	Work on Stations assignments.	Finish Chapter 4, Section 4 Guided Reading Notes, Summary and Vocabulary.	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice weekend.

Reminders: Complete Story of Georgia of Worksheet as a review activity (covers H2a, b)