LESSON PLANS FOR THE WEEK OF OCT. 20TH - 24TH

Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding	
SS8H3 analyze the role of Georgia in the American Revolution. a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia. include the French and Indian war (7 Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods. Essential Question: What were the causes, both immediate and long-term, of the American Revolution against England? Men there is conflict between or within societies, change is the result. The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.	3) Students will complete a graphic organizer as they analyze the documents, recording key information contained within each document. 4) Students will draw their own conclusions as to whether the verdict was fair and just. they will cite supporting evidence from the documents. Closing: 5-10 minutes Write a brief statement about the difficulties in understanding what really happened at a historical event.	Whole Group ✓ Yes Cooperative Group ✓ Yes Flexible Group ─ Yes Collaborative Pair ─ Yes Centers/Stations ─ Yes Technology Use: Teacher: Student:	Student Conferencing Yes Performance Task Yes Project Yes Class Presentation Yes Test Yes Quiz Yes Homework Yes Ticket Out The Door Yes CPS Response Yes	

LESSON PLANS FOR THE WEEK OF OCT. 20TH - 24TH

	Standard:	SUBSTITUTE: SCHOOL BUSINESS	Whole Gro	<u>up</u>	Student Cor	nferencing
	SS8H3 analyze the role of Georgia in		✓ Yes		☐ Yes	
	the American Revolution.	On animal (5.40 minutes) Course of the American Baseletian				
	a. Explain the ininediate and long-	Opening. (3-10 minutes) causes of the American Revolution	Cooperativ	e Group	Performano	<u>ce Task</u>
	term causes of the American		✓ Yes		✓ Yes	
	Connected the state of the control o	Work Period: 35-40 minutes	Flexible Gro	oun	Project	
	Georgia. include the French and Indian war (7 Years War),	CONTINUATION OF MONDAY ACTIVITY		<u>σαρ</u>		
	Proclamation of 1763, Stamp Act,	1) Students will work in groups to investigate the Boston Massacre by reading and	☐ Yes		☐ Yes	
		analyzing various documents and illustrations about the incident. This will be a 2 day	Collaborati	ve Pair	Class Prese	ntation_
	-	activity.	☐ Yes		☐ Yes	
	•	2) Students should start with the 2 lengthiest documents. Teacher will assist in analyzing				
	SSSE1 Give examples of the kinds of	, ,	Centers/Sta	ations	<u>Test</u>	
	goods and services produced in	these two documents.	Yes		☐ Yes	
	_	3) Students will complete a graphic organizer as they analyze the documents, recording			Quiz	
		key information contained within each document.	Technology			
			Teacher: Vi		☐ Yes	
	Essential Question:	they will cite supporting evidence from the documents.			<u>Homework</u>	
	What were the causes, both		Student: Vi	ideo	✓ Yes	
	immediate and long-term, of the	Closing: 5-10 minutes Write a brief statement about the difficulties in understanding				rh - D
<u>a</u>	· ····································	what really happened at a historical event.			Ticket Out 1	ine Door
SS	Lingiania:	white really happened at a historical event.			✓ Yes	
Tuesday	Enduring Understanding:	11			CPS Respon	<u>se</u>
•	When there is conflict between or	Homework: (1) Complete one page summary of individual conclusions (2) Current Event #			□ Yes	
	within societies, change is the result.	5 related to economics and Georgia (due Friday)			L res	
	_					
	The actions of individuals, groups,	<u>Literacy Component</u> : Analyzing primary sources; determining accuracy of documents;				
	and/or institutions affect society	organizing information into an organizer				
	through intended and unintended					
	consequences.	Formative Assessment: Drawing conclusion and citing evidence for conclusion				
		Vocabulary: Boston Massacre, primary source, acquitted, verdict, provoke				
		vocabulary. Doston Massacre, primary source, acquitted, vertice, provoke				
		<u>DOK:</u> (Level 3-4) Analyzing primary source documents to determine accuracy of historical				
		result				
		<u>Differentiated Instruction:</u> Graphic organizers, primary source documents; cooperative				
		groups, current event choice				

LESSON PLANS FOR THE WEEK OF OCT. 20TH - 24TH

	Standard:	Opening: (5-10 minutes) Georgia's 3 royal governors	Whole Grou	u <u>p</u>	Student Co	onferencing
	SS8H3 analyze the role of Georgia in the American Revolution.		☐ Yes		☐ Yes	
	a. Explain the immediate and long-	Work Period: 35-40 minutes	Cooperative	e Group	Performan	nce Task
	term causes of the American	1) Go over and collect historical scene investigation organizer and written conclusions.	✓ Yes			ice rusk
	Revolution and their impact on	2) Students will take notes on Continental Congress, Battles of Lexington and Concord			✓ Yes	
	Georgia. include the French and	3) Students will listen to song about reasons for revolution while following along with	Flexible Gro	<u>oup</u>	<u>Project</u>	
	Indian war (7 Years War), Proclamation of 1763, Stamp Act,	lyrics	☐ Yes		✓ Yes	
		4) Students will create posters - Patriots and loyalists	Collaborativ	ve Pair	Class Prese	entation
	of Independence.		☐ Yes			<u> </u>
		Closing: 5-10 minutes Write two level two questions about the notes you took today.	Centers/Sta	ations	☐ Yes	
				ations	<u>Test</u>	
	Essential Question:	Homework: (1)Finish propaganda poster, if necessary (2) Current Event # 5 related to	☐ Yes		☐ Yes	
a\	What were the causes, both immediate and long-term, of the	economics and Georgia (due Friday)			Quiz	
sq	American Revolution against		Technology Teacher:	Use:		
a L	England?	Literacy Component: Cornell notes; analyzing song lyrics	reactier.		☐ Yes	
Wednesday			Student:		<u>Homeworl</u>	<u>k</u>
>	Enduring Understanding:	Formative Assessment: Closing; posters integrating information			✓ Yes	
	When there is conflict between or within societies, change is the result.				Ticket Out	The Door
	within societies, thange is the result.	Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French			✓ Yes	
	The actions of individuals, groups,	and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act,				
	and/or institutions affect society	Quartering Act, Declaration of Independence			CPS Respo	<u>nse</u>
	through intended and unintended	Quartering Act, Decidiation of independence			☐ Yes	
	consequences.	DOK: (2,3) Reading for information, integrating information into a poster				
		box. (2,5) heading for information, integrating information into a poster				
		Differentiated Instruction: art, notes, music				
		Differentiated instruction, art, notes, music				

	Standard:	Opening: (5-10 minutes) Changes to Georgia as a royal colony	Whole Grou	u <u>p</u>	Student Co	onferencing
	SS8H2 analyze the colonial period of	<u> </u>	✓ Yes		☐ Yes	
	Georgia's history.	Work Period: 35-40 minutes			res	
	c. Explain the development of deorgia		Cooperative Group		Performar	nce Task
	as a royal colony with regard to land	1) Students will work in pairs to analyze the Declaration of Independence	✓ Yes		✓ Yes	
	l	2) Students will write their own declaration of independence	Flexible Gro			
	the impact of the royal governors.	3) Students will create pop-up of 3 Georgians who signed the Declaration of		лир	<u>Project</u>	
	SS8H3 analyze the role of Georgia in	Independence	☐ Yes		✓ Yes	
	the American Revolution.		Collaborativ	ve Pair	Class Pres	entation
	a. Explain the immediate and long-	Closing: 5-10 minutes Write the two most interesting things you learned today.	☐ Yes			<u>entation</u>
	term causes of the American	site the most merce time to any			☐ Yes	
	Revolution and their impact on	Homework (1) Complete unfinished essignments (2) Correct Front # Evoluted to	Centers/Sta	ations	Test	
	Georgia. include the French and	Homework: (1) Complete unfinished assignments (2) Current Event # 5 related to	☐ Yes			
	Indian war (7 Years War),	economics and Georgia (due tomorrow)			☐ Yes	
	Proclamation of 1763, Stamp Act,		Technology	Use:	Quiz	
	Intolerable Acts, and the Declaration of Independence.	Literacy Component: Reading for information; writing their own document using original	Teacher:		☐ Yes	
	of independence.	as a guide				
	SS8E1 Give examples of the kinds of		Student:		<u>Homewor</u>	<u>k</u>
	goods and services produced in	Formative Assessment: Closing; individual declarations of independence			✓ Yes	
_	Georgia in different historical periods.	romative 255555ments closing, marviadar decidrations of macpendence				The Door
Thursday		Marahulamu alauamu waxal mayamay Jahu Baynadda Hanny Ellia Jamasa Mirisht Erayah				. THE DOOL
rsc	SS8E2 Explain the benefits of free	Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French			✓ Yes	
2		and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act,			CPS Respo	nse
	a. Describe how Georgians have	Quartering Act, Declaration of Independence			□ x z	
	engaged in trade in different historical time periods.				☐ Yes	
	instorical time perious.	DOK: (1,2,3) Reading for information, organizing information				
	Essential Question:	Differentiated Instruction: pop-up book, collaborative pairs, writing				
	How did Georgia become a royal colony and what effect did this event	- more constituted in structural popular popul				
	have on the colonists?					
	What were the causes, both					
	immediate and long-term, of the					
	American Revolution against					
	England?					
	Enduring Understanding:					
	When there is conflict between or					
	within societies, change is the result.					
	The actions of individuals, groups,					
	and/or institutions affect society					
	through intended and unintended					
	consequences.					

	Standard:	Opening: (5-10 minutes) Declaration of Independence	Whole Group	Student Co	onferencing
	SS8H3 analyze the role of Georgia in		▼ Yes	☐ Yes	
	the American Revolution.	Maril Pariade 25 40 minutes	Cooperative Group		
	a. Explain the immediate and long- term causes of the American	1) Chara suggest and collect		<u>Performar</u>	nce Task
	Revolution and their impact on	2) Collect unfinished assignments from yesterday	✓ Yes	✓ Yes	
	Georgia. include the French and	3) Students will take illustrated notes about famous patriots of the revolution	Flexible Group	Project	
	Indian war (7 Years War),	· ·	☐ Yes		
	Proclamation of 1763, Stamp Act,	4) Students will write a spy letter and see if their partner can decode it.		☐ Yes	
		5) Watch Story of US (American Revolution)	Collaborative Pair	Class Pres	<u>entation</u>
	of Independence.		☐ Yes	✓ Yes	
		Closing: 5-10 minutes Write the two most interesting things you learned today.	Centers/Stations		
			▼ Yes	<u>Test</u>	
	Essential Question:	Homework:	163	☐ Yes	
7	What were the causes, both immediate and long-term, of the		Technology Use:	Quiz	
Fri	American Revolution against	Literature Communicate Deciding for information makes and latter	Teacher:		
_	England?	, , , , ,	<u>redefici :</u>	☐ Yes	
		Formative Assessment: Closing; spy letter	Student:	Homewor	<u>k</u>
	Enduring Understanding:	district Assessments closing, spy letter		☐ Yes	
	When there is conflict between or	Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French		Ticket Out	The Door
	within societies, change is the result.				. The Door
	The actions of individuals, groups,	and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act,		✓ Yes	
	and/or institutions affect society	Quartering Act, Declaration of Independence		CPS Respo	onse
	through intended and unintended			☐ Yes	
	consequences.	DOK: (1,2,3) Reading for information, organizing information, using information to create		_ res	
		a realistic encoded spy letter			
		Differentiated Instruction: illustrated notes, writing, video			