

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>Standard: 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.</p> <p>SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>Essential Question: What were the causes, both immediate and long-term, of the American Revolution against England?</p> <p>Enduring Understanding: When there is conflict between or within societies, change is the result.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: (5-10 minutes) Causes of the American Revolution</p> <p>Work Period: 35-40 minutes</p> <p>1) Students will work in groups to investigate the Boston Massacre by reading and analyzing various documents and illustrations about the incident. This will be a 2 day activity.</p> <p>2) Students should start with the 2 lengthiest documents. Teacher will assist in analyzing these two documents.</p> <p>3) Students will complete a graphic organizer as they analyze the documents, recording key information contained within each document.</p> <p>4) Students will draw their own conclusions as to whether the verdict was fair and just. they will cite supporting evidence from the documents.</p> <p>Closing: 5-10 minutes Write a brief statement about the difficulties in understanding what really happened at a historical event.</p> <p>Homework: (1) Current Event # 5 related to economics and Georgia (due Friday)</p> <p>Literacy Component: Analyzing primary sources; determining accuracy of documents; organizing information into an organizer</p> <p>Formative Assessment: Drawing conclusion and citing evidence for conclusion</p> <p>Vocabulary: Boston Massacre, primary source, acquitted, verdict, provoke</p> <p>DOK: (Level 3-4) Analyzing primary source documents to determine accuracy of historical result</p> <p>Differentiated Instruction: Graphic organizers, primary source documents; cooperative groups, current event choice</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

Tuesday	<p>Standard: 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.</p> <p>SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>Essential Question: What were the causes, both immediate and long-term, of the American Revolution against England?</p> <p>Enduring Understanding: When there is conflict between or within societies, change is the result.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>SUBSTITUTE: SCHOOL BUSINESS</p> <p>Opening: (5-10 minutes) Causes of the American Revolution</p> <p>Work Period: 35-40 minutes CONTINUATION OF MONDAY ACTIVITY 1) Students will work in groups to investigate the Boston Massacre by reading and analyzing various documents and illustrations about the incident. This will be a 2 day activity. 2) Students should start with the 2 lengthiest documents. Teacher will assist in analyzing these two documents. 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.</p> <p>Closing: 5-10 minutes Write a brief statement about the difficulties in understanding what really happened at a historical event.</p> <p>Homework: (1) Complete one page summary of individual conclusions (2) Current Event # 5 related to economics and Georgia (due Friday)</p> <p>Literacy Component: Analyzing primary sources; determining accuracy of documents; organizing information into an organizer</p> <p>Formative Assessment: Drawing conclusion and citing evidence for conclusion</p> <p>Vocabulary: Boston Massacre, primary source, acquitted, verdict, provoke</p> <p>DOK: (Level 3-4) Analyzing primary source documents to determine accuracy of historical result</p> <p>Differentiated Instruction: Graphic organizers, primary source documents; cooperative groups, current event choice</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Video Student: Video</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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Wednesday	<p>Standard: 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.</p>	<p>Opening: (5-10 minutes) Georgia's 3 royal governors</p> <p>Work Period: 35-40 minutes</p> <p>1) Go over and collect historical scene investigation organizer and written conclusions. 2) Students will take notes on Continental Congress, Battles of Lexington and Concord 3) Students will listen to song about reasons for revolution while following along with lyrics 4) Students will create posters - Patriots and loyalists</p> <p>Closing: 5-10 minutes Write two level two questions about the notes you took today.</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
	<p>Essential Question: What were the causes, both immediate and long-term, of the American Revolution against England?</p> <p>Enduring Understanding: When there is conflict between or within societies, change is the result.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Homework: (1)Finish propaganda poster, if necessary (2) Current Event # 5 related to economics and Georgia (due Friday)</p> <p>Literacy Component: Cornell notes; analyzing song lyrics</p> <p>Formative Assessment: Closing; posters integrating information</p> <p>Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act, Quartering Act, Declaration of Independence</p> <p>DOK: (2,3) Reading for information, integrating information into a poster</p> <p>Differentiated Instruction: art, notes, music</p>		

Thursday	<p>Standard: SS8H2 analyze the colonial period of Georgia's history. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</p> <p>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.</p> <p>SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2 Explain the benefits of free trade a. Describe how Georgians have engaged in trade in different historical time periods.</p> <p>Essential Question: How did Georgia become a royal colony and what effect did this event have on the colonists?</p> <p>What were the causes, both immediate and long-term, of the American Revolution against England?</p> <p>Enduring Understanding: When there is conflict between or within societies, change is the result.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: (5-10 minutes) Changes to Georgia as a royal colony</p> <p>Work Period: 35-40 minutes 1) Students will work in pairs to analyze the Declaration of Independence 2) Students will write their own declaration of independence 3) Students will create pop-up of 3 Georgians who signed the Declaration of Independence</p> <p>Closing: 5-10 minutes Write the two most interesting things you learned today.</p> <p>Homework: (1) Complete unfinished assignments (2) Current Event # 5 related to economics and Georgia (due tomorrow)</p> <p>Literacy Component: Reading for information; writing their own document using original as a guide</p> <p>Formative Assessment: Closing; individual declarations of independence</p> <p>Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act, Quartering Act, Declaration of Independence</p> <p>DOK: (1,2,3) Reading for information, organizing information</p> <p>Differentiated Instruction: pop-up book, collaborative pairs, writing</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: <input type="checkbox"/></p> <p>Student: <input type="checkbox"/></p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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Friday	<p>Standard: 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.</p>	<p>Opening: (5-10 minutes) Declaration of Independence</p> <p>Work Period: 35-40 minutes</p> <ol style="list-style-type: none"> 1) Share current event and collect 2) Collect unfinished assignments from yesterday 3) Students will take illustrated notes about famous patriots of the revolution 4) Students will write a spy letter and see if their partner can decode it. 5) Watch Story of US (American Revolution) <p>Closing: 5-10 minutes Write the two most interesting things you learned today.</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
	<p>Essential Question: What were the causes, both immediate and long-term, of the American Revolution against England?</p> <p>Enduring Understanding: When there is conflict between or within societies, change is the result.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Homework:</p> <p>Literacy Component: Reading for information, notes, spy letter</p> <p>Formative Assessment: Closing; spy letter</p> <p>Vocabulary: slavery, royal governor, John Reynolds, Henry Ellis, James Wright, French and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Townshend Act, Quartering Act, Declaration of Independence</p> <p>DOK: (1,2,3) Reading for information, organizing information, using information to create a realistic encoded spy letter</p> <p>Differentiated Instruction: illustrated notes, writing, video</p>		