NAME: C. MASON LESSON PLANS FOR THE WEEK OF OCT. 2/TH - 31st WEEK 13							
	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding			
Hepunday Fire Section	Standard: SSSH3 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. SSSE1 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? 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.	Opening: (5-10 minutes) Causes of the American Revolution; difficulties in understanding what really happened at a historical event. Work Period: 35-40 minutes 1) Students will take Cornell notes about the 2nd Continental Congress, the start of the Revolution, and background for the Declaration of Independence. Students are to add an illustration for the notes from each slide (homework) 2) Students will write a summary of their notes. Closing: 5-10 minutes Write 2 sentences describing the significance of the Declaration of Independence Homework: (1) Current Event # 6 related to government and Georgia (due Friday)	Whole Group ✓ Yes Cooperative Group ✓ Yes Flexible Group ✓ Yes Collaborative Pair ✓ Yes Centers/Stations				

		SUBSTITUTE:	Whole Gro	<u>up</u>	Student Cor	nferencing
	SS8H3 analyze the role of Georgia in		✓ Yes		☐ Yes	
	the American Revolution.	Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence				
	a. Explain the ininiediate and long-	Opening. (3-10 minutes) 2nd continental congress and the Declaration of independence	Cooperativ		Performano	e Task
	term causes of the American		Yes		✓ Yes	
	According to the development of the contract of	Work Period: 35-40 minutes	Flexible Gr	nun	Project	
	Indian war (7 Years War),	1) Students will complete the half sheet "Phrases to Know" and read Part B "reconstruct		<u> </u>		
	Proclamation of 1763, Stamp Act,	the Declaration"	☐ Yes		☐ Yes	
		2) Students will work with a partner to label each phrase from the Declaration of	Collaborati	<u>ive Pair</u>	Class Preser	<u>ntation</u>
	of Independence.	Independence to determine which section it belongs in (Preamble - Grievances - Natural	□ Yes		☐ Yes	
		Dishta ou Bookstien of Indonesianos)		-4!		
	SS8E1 Give examples of the kinds of	3) After making sure they are accurate, they will place them in 4 labeled columns	Centers/St	ations	<u>Test</u>	
	goods and services produced in		Yes			
	Georgia in different historical periods.	4) Students will complete the fill in the blank activity for the Preamble of the Declaration			Quiz	
			Technology	y Use:	Yes	
			Teacher: V			
ау	Essential Question:				<u>Homework</u>	
pse	What were the causes, both immediate and long-term, of the	Homework: (1) Current Event # 6 related to economics and Georgia (due Friday)	Student: Vi	ideo	✓ Yes	
Tuesday	American Revolution against				Ticket Out 1	The Door
-		Literacy Component: Analyzing primary sources; organizing information into an				THE BOOK
		organizer			✓ Yes	
	Enduring Understanding:				CPS Respon	<u>se</u>
	When there is conflict between or	Formative Accessorable Discussion and other avidence for conclusion			□ Yes	
	within societies, change is the result.	Formative Assessment: Drawing conclusion and citing evidence for conclusion			103	
		Vocabulary: Declaration of Independence; Preamble; natural rights; independence;				
	and/or institutions affect society through intended and unintended	grievance				
	consequences.					
		DOK: (Level 3-4) Analyzing primary source documents				
		Differentiated Instruction: Graphic organizers, primary source documents; cooperative				
		groups, current event choice				
		Broaks, carrent event choice				

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	Standard:	SUBSTITUTE:	Whole Group	Student Conferencing
	SS8H3 analyze the role of Georgia in the American Revolution.		☐ Yes	☐ Yes
	a. Explain the immediate and long-	MOCK WRITING TEST	Cooperative Group	Performance Task
	term causes of the American			
	Revolution and their impact on	Opening: (5-10 minutes) The 4 parts of the Declaration of Independence		✓ Yes
	Georgia. include the French and		Flexible Group	<u>Project</u>
	Indian war (7 Years War),		☐ Yes	✓ Yes
	Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration	1) Students will read the three different articles printed in London about what was	Collaborative Pair	
	of Independence.	happening in the colonies. Teacher will clarify any questions.	☐ Yes	<u>Class Presentation</u>
	•	2) Students will complete the following activities:		☐ Yes
		•	Centers/Stations	Test
	Essential Question:	b) write a letter about the burning of the lieutenant governor's house	☐ Yes	☐ Yes
	What were the causes, both			
	immediate and long-term, of the	c) draw illustrations (or a political cartoon) for each London article.	Technology Use:	<u>Quiz</u>
	American Revolution against		<u>Teacher:</u>	☐ Yes
a\	England?		Student:	Homework
şg	Enduring Understanding:	Closing: 5-10 minutes Write 2 things you learned today	<u>stauciit.</u>	
<u>l</u>	When there is conflict between or			✓ Yes
Wednesday	within societies, change is the result.	Homework: (1) Current Event # 6 related to economics and Georgia (due Friday)		Ticket Out The Door
	The actions of individuals, groups, and/or institutions affect society	<u>Literacy Component</u> : Analyzing primary sources; organizing information into an		✓ Yes
				CPS Response
	through intended and unintended	organizer		
	consequences.			☐ Yes
		Formative Assessment: Forming and defending an opinion		
		Vocabulary: Declaration of Independence; Preamble; natural rights; independence;		
		grievance		
		DOK: (Level 3-4) Analyzing primary source documents		
		Differentiated Instruction: Graphic organizers, primary source documents; cooperative		
		groups, current event choice		
		B. Ouko, Carrio Creme Choice		

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	Standard:	Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence	Whole Grou	nb	Student Co	onferencing
	SS8H3 analyze the role of Georgia in		✓ Yes		☐ Yes	
	the American Revolution. a. Explain the immediate and long-	Work Period: 35-40 minutes	Cooperative	e Group	Performar	nco Tack
	term causes of the American	1) Students will take Cornell Notes from power point		<u>-</u> _		iice rask
	Revolution and their impact on	2) Students will complete graphic organizer "Players in the Revolution"	✓ Yes		✓ Yes	
	Georgia. include the French and	3) Students will write a summary of their notes	Flexible Gro	<u>oup</u>	Project	
	Indian war (7 Years War),	-,	☐ Yes		✓ Yes	
	Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration	Closing: 5-10 minutes Write 2-3 sentences indicating whether you think you would have	Collaborativ	uo Pair		
	of Independence.	been in favor of the revolution and state your reasons			Class Preso	<u>entation</u>
		·	☐ Yes		☐ Yes	
			Centers/Sta	ations	Test	
Thursday	Essential Question:	Homework: (1) Current Event # 6 related to economics and Georgia (due tomorrow)	Yes		☐ Yes	
rsc	What were the causes, both	l				
골	immediate and long-term, of the	<u>Literacy Component</u> : Taking and summarizing notes	Technology	Use:	<u>Quiz</u>	
-	American Revolution against		Teacher:		☐ Yes	
	England?	Formative Assessment: Drawing conclusion and citing evidence for conclusion	Ctudout.		Homewor	·k
	Enduring Understanding:		Student:			
	When there is conflict between or	Vocabulary: Button Gwinnett, Lyman Hall, George Walton, Whigs, Tories, Lobsterbacks,			✓ Yes	
	within societies, change is the result.	Redcoats, boycott, Council of Safety			Ticket Out	t The Door
					✓ Yes	
	The actions of individuals, groups,	DOK: (Level 1-2) Taking and summarizing notes			CPS Respo	nce
	and/or institutions affect society through intended and unintended					JII3C
	consequences.	<u>Differentiated Instruction:</u> Cornell notes, graphic organizers, summarizing; current event			☐ Yes	
		choice				

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Friday	The actions of individuals, groups,	Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence Work Period: 35-40 minutes 1) Students will submit current event 2) Students will be in Media Center to watch Nancy Hart video 3) Students will work on NHD topic Closing: 5-10 minutes Write 2-3 sentences indicating whether you think you would have been in favor of the revolution and state your reasons Homework: (1)Topic page for NHD is due Monday Literacy Component: Research; annotated bibliography Formative Assessment: Research Vocabulary: Nancy Hart DOK: (Level 1-2) Taking and summarizing notes; research	Whole Ground Whole Ground Washington Washing	e Group up ve Pair tions Use:	Student Co Yes Performan Yes Project Yes Class Prese Yes Test Yes Quiz Yes Homeworl Yes Ticket Out Yes CPS Respo	entation <u>k</u> : The Door
	of Independence.	been in favor of the revolution and state your reasons	☐ Yes		✓ Vos	
			Centers/Sta	tions		
	Essential Question	Homework: (1)Topic page for NHD is due Monday	▼ Yes			
	-				∐ Yes	
	immediate and long-term, of the	<u>Literacy Component</u> : Research; annotated bibliography	Technology	Use:	<u>Quiz</u>	
а	_		Teacher:		☐ Yes	
rig	England?	Formative Assessment: Research	Student		Homeworl	k
	Enduring Understanding:		Student.			_
		vocabulary: Nancy Hart				The Deer
		DOK: (Loyal 1-2) Taking and summarizing notes: research				The Door
		Level 1-2) Taking and Summarizing notes, research			✓ Yes	
	and/or institutions affect society	Differentiated Instruction: Summarizing; current event choice; research topic of choice			CPS Respo	<u>nse</u>
	through intended and unintended consequences.	Summan 2.118, Carrette Cities Control			☐ Yes	
		Story of US				
		Paper dolls				
		Students will take illustrated notes about famous patriots of the revolution				
		Students will write a spy letter and see if their partner can decode it.				