

	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; difficulties in understanding what really happened at a historical event.</p> <p>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.</p> <p>Closing: 5-10 minutes Write 2 sentences describing the significance of the Declaration of Independence..</p> <p>Homework: (1) Current Event # 6 related to government and Georgia (due Friday)</p> <p>Literacy Component: Analyzing primary sources; determining accuracy of documents; organizing information into an organizer</p> <p>Formative Assessment: Closing, summary</p> <p>Vocabulary: Declaration of Independence, Thomas Paine, Common Sense, Battles of Lexington and Concord, Paul Revere</p> <p>DOK: (Level 1-2) Cornell notes and summarizing</p> <p>Differentiated Instruction: Cornell Notes, illustrations, summarizing</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>SUBSTITUTE:</p> <p>Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence</p> <p>Work Period: 35-40 minutes</p> <p>1) Students will complete the half sheet "Phrases to Know" and read Part B "reconstruct the Declaration"</p> <p>2) Students will work with a partner to label each phrase from the Declaration of Independence to determine which section it belongs in (Preamble - Grievances - Natural Rights - or Resolution of Independence)</p> <p>3) After making sure they are accurate, they will place them in 4 labeled columns</p> <p>4) Students will complete the fill in the blank activity for the Preamble of the Declaration</p> <p>Closing: 5-10 minutes Write 2 things you learned about the Declaration today</p> <p>Homework: (1) Current Event # 6 related to economics and Georgia (due Friday)</p> <p>Literacy Component: Analyzing primary sources; organizing information into an organizer</p> <p>Formative Assessment: Drawing conclusion and citing evidence for conclusion</p> <p>Vocabulary: Declaration of Independence; Preamble; natural rights; independence; grievance</p> <p>DOK: (Level 3-4) Analyzing primary source documents</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</p> <p>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</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>			

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Thursday	<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) 2nd Continental congress and the Declaration of Independence</p> <p>Work Period: 35-40 minutes 1) Students will take Cornell Notes from power point 2) Students will complete graphic organizer "Players in the Revolution" 3) Students will write a summary of their notes</p> <p>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</p> <p>Homework: (1) Current Event # 6 related to economics and Georgia (due tomorrow)</p> <p>Literacy Component: Taking and summarizing notes</p> <p>Formative Assessment: Drawing conclusion and citing evidence for conclusion</p> <p>Vocabulary: Button Gwinnett, Lyman Hall, George Walton, Whigs, Tories, Lobsterbacks, Redcoats, boycott, Council of Safety</p> <p>DOK: (Level 1-2) Taking and summarizing notes</p> <p>Differentiated Instruction: Cornell notes, graphic organizers, summarizing; 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:</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>
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