

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p><b>Standard:</b>                      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.                      b .Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.</p> <p><b>Essential Question:</b>                      What were the causes, both immediate and long-term, of the American Revolution against England?                      What persons/groups/events were significant to the development of the new government and how?</p> <p><b>Enduring Understanding:</b>                      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.</p>	<p><b>Opening: (5-10 minutes)</b> Key Georgia figures in the American Revolution</p> <p><b>Work Period: 35-40 minutes (2-3 days)</b>                      1) Collect all missing assignments; collect pop-up books, cast of characters, and posters                      2) Students will work in stations to complete various activities related to the American Revolution as well as Georgia's role in the Revolution                      a) George Washington's role                      b) Honoring Washington's birthday (primary source document analysis)                      c) Battle of Kettle Creek and Siege of Savannah                      d) Political Cartoons about the revolution                      e) "I Am"                      f) "Who Should Win?"                      g) Financing the American Revolution</p> <p><b>Closing: 5-10 minutes</b> Write a short summary of what you learned today.</p> <p><b>Homework:</b> Political Cartoon # 4 due Friday; <b>complete 2 of today's assignments; work on National History Day topic in lab on Wednesday</b></p> <p><b>Literacy Component:</b> Analyzing primary sources; journal entries</p> <p><b>Formative Assessment:</b> Closing, summary</p> <p><b>Vocabulary:</b> George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke, Austin Dabney, Continentals</p> <p><b>DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political cartoons for meaning; comparing facts</b></p> <p><b>Differentiated Instruction:</b> political cartoons, graphic organizers, poetry, journal entries; primary source documents</p>	<p><b>Whole Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b>  <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b>  <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b>  <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b>  <b>Teacher:</b>  <b>Student:</b></p>	<p><b>Student Conferencing</b>  <input type="checkbox"/> Yes</p> <p><b>Performance Task</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b>  <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b>  <input type="checkbox"/> Yes</p> <p><b>Test</b>  <input type="checkbox"/> Yes</p> <p><b>Quiz</b>  <input type="checkbox"/> Yes</p> <p><b>Homework</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b>  <input type="checkbox"/> Yes</p>

<b>Tuesday</b>	<b>Standard:</b>	<b>NO SCHOOL: TEACHER WORKDAY</b>	<b>Whole Group</b>	<b>Student Conferencing</b>
	<b>Essential Question:</b>	<b>Opening: (5-10 minutes)</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<b>Enduring Understanding:</b>	<b>Work Period: 35-40 minutes</b>	<b>Cooperative Group</b>	<b>Performance Task</b>
		<b>Closing: 5-10 minutes</b>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
		<b>Homework:</b>	<b>Flexible Group</b>	<b>Project</b>
		<b>Literacy Component:</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<b>Formative Assessment:</b>	<b>Collaborative Pair</b>	<b>Class Presentation</b>
		<b>Vocabulary:</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<b>DOK: (Level 3-4)</b>	<b>Centers/Stations</b>	<b>Test</b>
		<b>Differentiated Instruction:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
			Technology Use:	<b>Quiz</b>
			<b>Teacher: Video</b>	<input type="checkbox"/> Yes
			<b>Student: Video</b>	<b>Homework</b>
				<input checked="" type="checkbox"/> Yes
				<b>Ticket Out The Door</b>
				<input checked="" type="checkbox"/> Yes
				<b>CPS Response</b>
				<input type="checkbox"/> Yes

<b>Wednesday</b>	<p><b>Standard:</b> 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.  b .Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.</p> <p><b>Essential Question:</b> What were the causes, both immediate and long-term, of the American Revolution against England?  What persons/groups/events were significant to the development of the new government and how?</p> <p><b>Enduring Understanding:</b> 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.</p>	<p><b>Opening: (5-10 minutes) The 3 Georgian signers of the Declaration of Independence</b></p> <p><b>Work Period: 35-40 minutes</b> <b>Students will work in lab to do research on National History Day and complete topic page</b></p> <p><b>Closing: 5-10 minutes Write 2 things you learned today</b></p> <p><b>Homework: Political cartoon # 4 due Friday</b></p> <p><b>Literacy Component: Research</b></p> <p><b>Formative Assessment: Closing</b></p> <p><b>Vocabulary:</b></p> <p><b>DOK: (Level 3-4) Research and writing</b></p> <p><b>Differentiated Instruction: Research topic of choice; choice of manner of presentation</b></p>	<p><b>Whole Group</b> <input type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

Thursday	<p><b>Standard:</b>                  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.                   b .Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.</p> <p><b>Essential Question:</b>                  What were the causes, both immediate and long-term, of the American Revolution against England?                   What persons/groups/events were significant to the development of the new government and how?</p> <p><b>Enduring Understanding:</b>                  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.</p>	<p><b>Work Period: 35-40 minutes (2-3 days)</b>                  1) Collect all missing assignments; collect pop-up books, cast of characters, and posters                  2) Students will work in stations to complete various activities related to the American Revolution as well as Georgia's role in the Revolution                  a) George Washington's role                  b) Honoring Washington's birthday (primary source document analysis)                  c) Battle of Kettle Creek and Siege of Savannah                  d) Political Cartoons about the revolution                  e) "I Am"                  f) "Who Should Win?"                  g) Financing the American Revolution</p> <p><b>Closing: 5-10 minutes</b> Write a short summary of what you learned today.</p> <p><b>Homework:</b> Study for 4.5 quiz; Political Cartoon # 4 due Friday; <b>complete 2 of today's assignments</b></p> <p><b>Literacy Component: Analyzing primary sources; journal entries</b></p> <p><b>Formative Assessment: Closing, summary</b></p> <p><b>Vocabulary:</b> George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke, Austin Dabney, Continentals</p> <p><b>DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political cartoons for meaning; comparing facts</b></p> <p><b>Differentiated Instruction: political cartoons, graphic organizers, poetry, journal entries; primary source documents</b></p>	<p><b>Whole Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b>  <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b>  <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b>  <input type="checkbox"/> Yes</p> <p>Technology Use:  <b>Teacher:</b>  <input type="checkbox"/> Yes  <b>Student:</b></p>	<p><b>Student Conferencing</b>  <input type="checkbox"/> Yes</p> <p><b>Performance Task</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Class Presentation</b>  <input type="checkbox"/> Yes</p> <p><b>Test</b>  <input type="checkbox"/> Yes</p> <p><b>Quiz</b>  <input type="checkbox"/> Yes</p> <p><b>Homework</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b>  <input type="checkbox"/> Yes</p>
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<b>Friday</b>	<p><b>Standard:</b> 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.  b .Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.</p> <p><b>Essential Question:</b> What were the causes, both immediate and long-term, of the American Revolution against England?  What persons/groups/events were significant to the development of the new government and how?</p> <p><b>Enduring Understanding:</b> 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.</p>	<p><b>Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence</b></p> <p><b>Work Period: 35-40 minutes</b> <b>COLLECT NATIONAL HISTORY DAY TOPIC PAGE</b> <b>1) Students will take 4.5 quiz</b> <b>2) Students will complete graphic organizer about the major battles of the American Revolution</b></p> <p><b>Closing: 5-10 minutes Write 2-3 facts you learned today</b></p> <p><b>Homework:</b></p> <p><b>Literacy Component: Graphic organizer, closing</b></p> <p><b>Formative Assessment: 4.5 Quiz</b></p> <p><b>Vocabulary: All terms from SS8H3a and b</b></p> <p><b>DOK: (Level 2-3) Creating and interpreting maps and battle strategies</b></p> <p><b>Differentiated Instruction:</b> quiz, analyzing political cartoon</p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>