INA	ME. C. MASON	WEEK 14 LESSON FLANS FOR NOV. 3 - /	0111	UKADE
	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
	Standard:	Opening: (5-10 minutes) Key Georgia figures in the American Revolution	Whole Group	Student Conferencing
	SS8H3 analyze the role of Georgia		✓ Yes	☐ Yes
	in the American Revolution.	Maril Davied 25 40 minutes (2.2 dour)		
	a. Explain the immediate and long	Work Period: 35-40 minutes (2-3 days)	<u>Cooperative Group</u>	<u>Performance Task</u>
	term causes of the American	1) Collect all missing assignments; collect pop-up books, cast of characters, and posters	✓ Yes	✓ Yes
	Revolution and their impact on	2) Students will work in stations to complete various activities related to the American	Flexible Group	Project
	Georgia. include the French and	Revolution as well as Georgia's role in the Revolution		
	Indian war (7 Years War),	a) George Washington's role	☐ Yes	☐ Yes
	Proclamation of 1763, Stamp Act,	b) Honoring Washington's birthday (primary source document analysis)	Collaborative Pair	Class Presentation
	Intolerable Acts, and the	c) Battle of Kettle Creek and Siege of Savannah	☐ Yes	☐ Yes
	Declaration of Independence.	d) Belisiael Contagned the out-the annualistics		
		e) "I Am"	Centers/Stations	Test
	b .Analyze the significance of		☐ Yes	☐ Yes
	people and events in Georgia on	f) "Who Should Win?"		<u>Quiz</u>
	the Revolutionary War; include	g) Financing the American Revolution	Technology Use:	
	Loyalists, patriots, Elijah Clarke,		Teacher:	☐ Yes
	Austin Dabney, Nancy Hart,	Closing: 5-10 minutes Write a short summary of what you learned today.		<u>Homework</u>
	Button Gwinnett, Lyman Hall,		Student:	✓ Yes
	George Walton, Battle of Kettle	Homework: Political Cartoon # 4 due Friday; complete 2 of today's assignments; work on		Ticket Out The Door
	Creek, and siege of Savannah.	National History Day topic in lab on Wednesday		
		Transferry Buy topic in tub on treamesday		✓ Yes
>		Litaracy Commonanty Analysina primary courses, income lantuics		CPS Response
Monday	Facantial Occasions	Literacy Component: Analyzing primary sources; journal entries		☐ Yes
o	Essential Question:			105
Σ	What were the causes, both immediate and long-term, of the	Formative Assessment: Closing, summary		
	American Revolution against			
	England?	Vocabulary: George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke,		
	Eligianu:	Austin Dabney, Continentals		
	What persons/groups/events			
	were significant to the	DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political		
	development of the new	cartoons for meaning; comparing facts		
	government and how?	cartoons for meaning, comparing facts		
	government and now:	Differentiated bathy stiens welltical contenue award a consultant market in surel autoing		
		<u>Differentiated Instruction:</u> political cartoons, graphic organizers, poetry, journal entries;		
	Enduring Understanding:	primary source documents		
	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.			

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# WEEK 14 LESSON PLANS FOR NOV. 3 - 7

## 8TH GRADE

	Standard:	NO SCHOOL: TEACHER WORKDAY	Whole Group	Student Conferencing
	Essential Question:	Opening: (5-10 minutes)		Yes Performance Task
	Enduring Understanding:	Work Period: 35-40 minutes		✓ Yes Project
		Closing: 5-10 minutes	☐ Yes <u>Collaborative Pair</u>	☐ Yes <u>Class Presentation</u>
		Homework:	☐ Yes	☐ Yes
Tuesday		Literacy Component:	Centers/Stations  ✓ Yes	Test  Yes
1			Technology Use: Teacher: Video	<u>Quiz</u> □ Yes
		Vocabulary:		<u>Homework</u>
		DOK: (Level 3-4)		Yes Ticket Out The Door
		Differentiated Instruction:		✓ Yes <u>CPS Response</u>
				Yes

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## WEEK 14 LESSON PLANS FOR NOV. 3 - 7

## 8TH GRADE

	Standard:	Opening: (5-10 minutes) The 3 Georgian signers of the Declaration of Independence	Whole Group	Student Conferencing
	SS8H3 analyze the role of Georgia	, , ,	☐ Yes	☐ Yes
	in the American Revolution.	Work Period: 35-40 minutes	Comparative Crown	
	a. Explain the immediate and long-	Students will work in lab to do research on National History Day and complete topic page	—	Performance Task
			✓ Yes	✓ Yes
	Revolution and their impact on	Closing: 5-10 minutes Write 2 things you learned today	Flexible Group	Project
	Georgia. include the French and	Closing. 5-10 minutes write 2 mings you learned today	☐ Yes	✓ Yes
	Indian war (7 Years War),	Homowally Dalitical contacts # 4 due Friday	Collaborative Pair	
		Homework: Political cartoon # 4 due Friday		Class Presentation
	Intolerable Acts, and the Declaration of Independence.		☐ Yes	Yes
	Declaration of independence.	<u>Literacy Component</u> : Research	Centers/Stations	Test
	b .Analyze the significance of		☐ Yes	
	people and events in Georgia on	Formative Assessment: Closing		Yes
	the Revolutionary War: include		Technology Use:	<u>Quiz</u>
	Loyalists, patriots, Elijah Clarke,	Vocabulary:	Teacher:	Yes
	Austin Dabney, Nancy Hart,			Homework
		DOK: (Level 3-4) Research and writing	Student:	
	George Walton, Battle of Kettle			✓ Yes
ay	Creek, and siege of Savannah.	Differentiated Instruction: Research topic of choice; choice of manner of presentation		Ticket Out The Door
Wednesday				✓ Yes
ğ				
Š	Essential Question:			CPS Response
>	What were the causes, both			☐ Yes
	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?			
	Bovernment and now:			
	For decision at the decision of the sec			
	Enduring Understanding: When there is conflict between or			
	within societies, change is the			
	result.			
	i court			
	The actions of individuals, groups,			
	and/or institutions affect society			
	through intended and unintended			
	consequences.			

consequences.

### 8TH GRADE

#### Standard: Work Period: 35-40 minutes (2-3 days) Whole Group Student Conferencing SS8H3 analyze the role of Georgia 1) Collect all missing assignments; collect pop-up books, cast of characters, and posters ✓ Yes Yes in the American Revolution. 2) Students will work in stations to complete various activities related to the American Cooperative Group Performance Task a. Explain the immediate and long-Revolution as well as Georgia's role in the Revolution ✓ Yes term causes of the American ✓ Yes a) George Washington's role Revolution and their impact on Flexible Group Project b) Honoring Washington's birthday (primary source document analysis) Georgia. include the French and Yes c) Battle of Kettle Creek and Siege of Savannah ✓ Yes Indian war (7 Years War), d) Political Cartoons about the revolution **Collaborative Pair** Proclamation of 1763, Stamp Act, Class Presentation Intolerable Acts, and the e) "I Am" Yes Yes Declaration of Independence. f) "Who Should Win?" Centers/Stations Test g) Financing the American Revolution Yes b. Analyze the significance of Yes people and events in Georgia on Closing: 5-10 minutes Write a short summary of what you learned today. Quiz Technology Use: the Revolutionary War; include Teacher: Yes Loyalists, patriots, Elijah Clarke, Homework: Study for 4.5 quiz; Political Cartoon # 4 due Friday; complete 2 of today's Austin Dabney, Nancy Hart, Homework Student: assignments Button Gwinnett, Lyman Hall, ✓ Yes George Walton, Battle of Kettle Creek, and siege of Savannah. Literacy Component: Analyzing primary sources; journal entries Ticket Out The Door ✓ Yes Formative Assessment: Closing, summary **CPS Response Essential Question:** Yes What were the causes, both Vocabulary: George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke, immediate and long-term, of the Austin Dabney, Continentals American Revolution against England? DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political cartoons for meaning; comparing facts What persons/groups/events were significant to the Differentiated Instruction: political cartoons, graphic organizers, poetry, journal entries; development of the new primary source documents government and how? 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

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## WEEK 14 LESSON PLANS FOR NOV. 3 - 7

## 8TH GRADE

Standard:  SSBH3 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.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Work Period: 35-40 minutes  COLIECT NATIONAL HISTORY DAY TOPIC PAGE  Yes  Opening: (5-10 minutes) 2nd Continental congress and the Declaration of Independence  Whole Group  Yes  Yes  Yes  Ollaborative Pair  Class Presentation  Closing: 5-10 minutes Write 2-3 facts you learned today  Yes  Class Presentation  Closing: 5-10 minutes Write 2-3 facts you learned today  Yes  Ves  Ves  Ves  Ves  Ves  Ves  Ves
Mork Period: 35-40 minutes COLLECT NATIONAL HISTORY DAY TOPIC PAGE 1) Students will take 4.5 quiz Cooperative Group Feromance Task COLLECT NATIONAL HISTORY DAY TOPIC PAGE 1) Students will take 4.5 quiz Cooperative Group Feromance Task COLLECT NATIONAL HISTORY DAY TOPIC PAGE 1) Students will take 4.5 quiz Cooperative Group Feromance Task Cooperative Group Feromance Task Cooperative Group Feromance Task V Yes Collaborative Group Feromance Task Fexible Group
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.  COLLECT NATIONAL HISTORY DAY TOPIC PAGE  1) Students will take 4.5 quiz  2) Students will take 4.5 quiz  2) Students will complete graphic organizer about the major battles of the American Revolution  Revolution  Collaborative Pair  Yes  Centers/Stations  Test  Yes  Literacy Component: Graphic organizer, closing  Technology Use: Teacher:  Yes  Formative Assessment: 4.5 Quiz  Vocabulary: All terms from SS8H3a and b  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  COLLECT NATIONAL HISTORY DAY TOPIC PAGE  Yes  Collaborative Pair  Yes  Yes  Collaborative Pair  Yes  Yes  Collaborative Pair  Yes  Collaborative Pair  Yes  Yes  Collaborative Pair  Yes  Yes  Collaborative Pair  Yes  Y
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.  1) Students will take 4.5 quiz 2) Students will complete graphic organizer about the major battles of the American Revolution Project  Yes Collaborative Pair Class Presentation Yes Centers/Stations Test Yes Yes Ves Collaborative Pair Class Presentation Yes Centers/Stations Test Yes Yes Yes Yes Collaborative Pair Class Presentation Yes Centers/Stations Test Yes Yes Yes Yes Yes Sudents Students  Formative Assessment: 4.5 Quiz Students OOK: (Level 2-3) Creating and interpreting maps and battle strategies
2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students will complete graphic organizer about the major battles of the American   2   Students will complete graphic organizer about the major battles of the American Revolution   2   Students   2   Students   2   Students   2   Students   3
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.  Revolution    Yes   Class Presentation     Yes
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.  Closing: 5-10 minutes Write 2-3 facts you learned today  Yes  Centers/Stations  Yes  Yes  Ves  Ves  Teacher:  Yes  Formative Assessment: 4.5 Quiz  Student:  Vocabulary: All terms from SS8H3a and b  Ticket Out The Door  Yes  Collaborative Pair  Class Presentation  Yes  Class Presentation  Yes  Student:  Yes  Formative Assessment: 4.5 Quiz  Student:  Yes  Collaborative Pair  Class Presentation  Yes  Yes  Centers/Stations  Test  Yes  Yes  Teacher:  Yes  Teacher:  Yes  Ticket Out The Door  Yes  Collaborative Pair  Class Presentation
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.  Closing: 5-10 minutes Write 2-3 facts you learned today  Yes  Centers/Stations  Test  Yes  Quiz  Teacher:  Yes  Yes  Yes  Ves  Ves  Dok: (Level 2-3) Creating and interpreting maps and battle strategies
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.    Momework:   Test     Yes
Homework:    Literacy Component: Graphic organizer, closing   Literacy Component: Graphic organizer, closing
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.    Ves     Yes
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.    Dok: (Level 2-3) Creating and interpreting maps and battle strategies    Component: Graphic organizer, closing   Technology Use: Teacher:   Yes
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.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Technology Use: Teacher:  Yes  Student:  Technology Use: Teacher:  Yes  Student:  Technology Use: Teacher:  Yes  Student:  OUIZ  Technology Use: Teacher:  Yes  Creacher:  Yes  Ticket Out The Door  Yes  CPS Response
Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Teacher: Student:  Vocabulary: All terms from SS8H3a and b  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  CPS Response
Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Student:  Homework  Vocabulary: All terms from SS8H3a and b  Ticket Out The Door  Yes  CPS Response
Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Position Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Position Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  Creek, and siege of Savannah.  Creek, and siege of Savannah.
Creek, and siege of Savannah.    Dok: (Level 2-3) Creating and interpreting maps and battle strategies
DOK: (Level 2-3) Creating and interpreting maps and battle strategies  Positive  Yes  CPS Response
DOK: (Level 2-3) Creating and interpreting maps and battle strategies  CPS Response
CPS Response
CPS RESPONSE
Essential Question: Differentiated Instruction: quiz, analyzing political cartoon
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?
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.