NAME: C. MASON

## WEEK 16 LESSON PLANS FOR NOV. 17 - 21

8TH GRADE

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	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
	Standard: SS8H4 Describe the impact	Opening: (5-10 minutes) Strengths and weaknesses of the Georgia constitution of 1777	Whole Group	Student Conferencing
	of events that led to the ratification of the United States Constitution and the		▼ Yes	☐ Yes
	Bill of Rights	Work Period: 35-40 minutes (2-3 days)	Cooperativ <mark>e Group</mark>	Performance Task
		1) Why does our government now operate under the U.S. Constitution rather than the	✓ Yes	✓ Yes
	a. Analyze the strengths and weaknesses of both the Georgia	Articles of confederation?	Flexible Group	<u>Project</u>
	Constitution of 1777 and the Articles	2) Students will write an invitation to the constitutional convention (attendees will include William Few and Abraham Baldwin from Georgia, George Washington, Alexander	Yes	☐ Yes
	of Confederation and explain how weaknesses in the Articles of	Hamilton, and Benjamin Franklin)	Collaborative Pair	Class Presentation
		3)Students will take notes on the two issues that most divided the attendees at the	Yes	Yes
	the Articles.	Constitutional Convention: representation and how to count slaves.	Centers/Stations	Test
		4) Compromise T-chart. Students will first complete the Great Compromise (which	☐ Yes	Yes
	Constitutional Convention of 1787;	aldwin helped accomplish)	163	Quiz
	include the role of Abraham Baldwin		Technology Use:	☐ Yes
	and William Few, and reasons why Georgia ratified the new constitution	Closing: 5-10 minutes Which divisive issue was the more important and why?	<u>Teacher:</u>	
	· ·	Homeworks Political Cartoon # E due Friday	Student:	Homework Name
		Homework: Political Cartoon # 5 due Friday		✓ Yes
	Essential Question: What persons/groups/events were	Literacy Component: Closing, invitation		Ticket Out The Door
>				✓ Yes
Monday	new government?	Formative Assessment: Closing, discussions		CPS Response
Σ	How did the new government assure			☐ Yes
	the citizens that it would not impose	<u>Vocabulary:</u> Constitutional Convention, Abraham Baldwin, William Few, the Great		
	the oppression of the past monarchy?	compromise, the 3/5's Compromise, representation, bicameral		
	What were the strengths and	DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political		
	weaknesses of the Articles of	cartoons for meaning; comparing facts		
	Confederation and why was the decision made to write a new	autoons for mouning, comparing ructs		
	document rather than revise the old	Differentiated Instruction: political cartoons, graphic organizers, invitation		
	Articles?			
	What role did Georgia play at the			
	Constitutional Convention of 1787 and			
	how did Abraham Baldwin and William Few influence Georgia's role? (H4c)			
	Tell Amuence Georgia 3 Tole: (1140)			
	Enduring Understanding:			
	Distribution of power in government is a product of existing documents and			
	laws combined with contemporary			
	values and beliefs.			

Standard: SS8H4 Describe the impact Opening: (5-10 minutes) Georgia's Constitution Whole Group Student Conferencing of events that led to the ratification of ✓ Yes Yes the United States Constitution and the Work Period: 35-40 minutes Cooperative Group Performance Task Bill of Rights 1) Collect invitations ✓ Yes ✓ Yes 2) Students will label map with states and their corresponding percentage of slave a. Analyze the strengths and Flexible Group Project weaknesses of both the Georgia population Constitution of 1777 and the Articles Yes Yes 3) Students will answer the relevant guestions of Confederation and explain how 4) Time permitting, students will begin working on James Madison's notes from the **Collaborative Pair** Class Presentation weaknesses in the Articles of Constitutional Convention. Confederation led to a need to revise Yes Yes the Articles. Centers/Stations Test ✓ Yes b. Describe the role of Georgia at the Yes Closing: 5-10 minutes Constitutional Convention of 1787; Quiz include the role of Abraham Baldwin Technology Use: Yes and William Few, and reasons why Homework: Constitutional Convention notes Teacher: Video Georgia ratified the new constitution Homework Student: Video Literacy Component: Drawing conclusions from bar graph and census records ✓ Yes Ticket Out The Door **Essential Question:** Formative Assessment: Question response What persons/groups/events were ✓ Yes significant in the development of the CPS Response new government? Vocabulary: Constitutional Convention, Abraham Baldwin, William Few, the Great Yes compromise, the 3/5's Compromise, representation, bicameral How did the new government assure the citizens that it would not impose the oppression of the past monarchy? DOK: (Level 3-4) Analyzing data What were the strengths and **Differentiated Instruction:** Bar graphs, primary sources, maps weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise the old Articles? What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c) **Enduring Understanding:** Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

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## WEEK 16 LESSON PLANS FOR NOV. 17 - 21

## 8TH GRADE

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	Standard: SS8H4 Describe the impact	Opening: (5-10 minutes) The Compromises at the Constitutional Convention	Whole Group	Student Conferencing
	of events that led to the ratification of		☐ Yes	☐ Yes
	the United States Constitution and the	Work Period: 35-40 minutes		
	IBIII OI KIRIIIS	4) 6: 1	Cooperative Group	Performance Task
			▼ Yes	✓ Yes
		from weaknesses in Articles of Confederation.	Flexible Group	
	Constitution of 1777 and the Articles	2) Students will take Cornell Notes on reasons that Georgia ratified the new Constitution.	□ Vee	<u>Project</u>
	of Confederation and explain how	3) Students will summarize their notes from today.	Yes	✓ Yes
	weaknesses in the Articles of	4) Finish James Madison's notes	Collaborative Pair	Class Presentation
	Confederation led to a need to revise		Yes	
	the Articles.	Closing: 5-10 minutes Write 2 things you learned today	Centers/Stations	Yes
		,		<u>Test</u>
	b. Describe the role of Georgia at the	Homework: Political cartoon # 4 due Friday; study for Georgia history test	☐ Yes	☐ Yes
	Constitutional Convention of 1787; include the role of Abraham Baldwin	Tomework.		
		Litarian Carron and Drives we say was described to the said surround.	Technology Use:	<u>Quiz</u>
	Georgia ratified the new constitution	<u>Literacy Component</u> : Primary source document, notes and summary	Teacher:	☐ Yes
	_		Church and	Homework
		Formative Assessment: Closing	Student:	
	Essential Question:			✓ Yes
day	What persons/groups/events were	Vocabulary: Constitutional Convention, Abraham Baldwin, William Few, the Great		Ticket Out The Door
es	significant in the development of the	compromise, the 3/5's Compromise, representation, bicameral		✓ Yes
edu	new government?			
Š				CPS Response
	How did the new government assure	DOK: (Level 3-4) Research and writing		☐ Yes
	the citizens that it would not impose the oppression of the past monarchy?	(1010) (1 (1000) (1 (100))		
		Differentiated Instructions Graphic exceptions Cornell notes primary course		
	What were the strengths and	<u>Differentiated Instruction:</u> Graphic organizer, Cornell notes, primary source		
	weaknesses of the Articles of			
	Confederation and why was the			
	decision made to write a new			
	document rather than revise the old			
	Articles?			
	M/hat vala did Caava's start at the			
	What role did Georgia play at the Constitutional Convention of 1787 and			
	how did Abraham Baldwin and William			
	Few influence Georgia's role? (H4c)			
	ÿ ( '',			
	Enduring Understanding:			
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	values and heliefs			

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		Opening: (5-10 minutes) Abraham Baldwin and William Few	Whole Group	Student Co	nferencing
	of events that led to the ratification of		✓ Yes	☐ Yes	
	the United States Constitution and the Bill of Rights		Cooperative Group	Performan	ce Task
	S .	Work Period: 35-40 minutes (2-3 days)	▼ Yes	✓ Yes	<del>cc rusk</del>
		1) Test (Students will complete History of Georgia to gauge their acquisition of history	Flavible Coars		
	weaknesses of both the Georgia Constitution of 1777 and the Articles	standards prior to the semester final exam. History standards H2-H4 will be assessed on the		<u>Project</u>	
	of Confederation and explain how	semester final exam. History of Georgia Test will be comprised of multiple choice and	Yes	✓ Yes	
	weaknesses in the Articles of	constructed response questions.)	Collaborative Pair	Class Prese	entation
	Confederation led to a need to revise		☐ Yes	☐ Yes	
	the Articles.	2) Georgia's seal and motto; students will use Georgia's and create one of their own	Centers/Stations	Test	
	b. Describe the role of Georgia at the	Clasing, F 10 minutes, Write and tonic you should have studied more for	Yes		
	Constitutional Convention of 1767,	Closing: 5-10 minutes Write one topic you should have studied more for.		☐ Yes	
	include the role of Abraham Baldwin and William Few, and reasons why	Homework Political Cartage # E due Friday	Technology Use:	Quiz	
	Georgia ratified the new constitution	Homework: Political Cartoon # 5 due Friday	<u>Teacher</u> :	☐ Yes	
		Literacy Component: Reading a state seal	Student:	Homework	<u>c</u>
		Electucy Component. Reduing a state sear		✓ Yes	
_	Essential Question:	Formative Assessment: Test, closing		Ticket Out	The Door
ga	What persons/groups/events were significant in the development of the	,,,,,,,, .			THE DOOL
Thurs		Vocabulary: George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke,		✓ Yes	
두		Austin Dabney, Continentals		CPS Respon	<u>nse</u>
	How did the new government assure the citizens that it would not impose			☐ Yes	
	the oppression of the past monarchy?	DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political			
		cartoons for meaning; comparing facts			
	What were the strengths and				
	weaknesses of the Articles of Confederation and why was the	Differentiated Instruction: political cartoons, test			
	decision made to write a new				
	document rather than revise the old				
	Articles?				
	What role did Georgia play at the				
	Constitutional Convention of 1787 and				
	how did Abraham Baldwin and William				
	Few influence Georgia's role? (H4c)				
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		Opening: (5-10 minutes) U.S. Constitution	Whole Group	Student Conferencing
	describe the role of citizens under		✓ Yes	☐ Yes
	Georgia's constitution.  a) Explain the basic structure of the	Work Period: 35-40 minutes	Cooperative Group	Performance Task
		1) Go over test	✓ Yes	
		2) Students will complete graphic organizer on basic structure of Georgia's constitution		✓ Yes
	b) Explain the concepts of separation of powers and checks and balances.	3) Students will role play separation of powers	Flexible Group	<u>Project</u>
	or powers and enecks and balances.		☐ Yes	☐ Yes
	c) Describe the rights and	Formative Assessment: Test review	Collaborative Pair	Class Presentation
	responsibilities of citizens.		☐ Yes	
	d) Explain voting qualifications and	Vocabulary: separation of powers, checks and balances, executive branch, legislative	Centers/Stations	✓ Yes
		branch, judicial branch		<u>Test</u>
>		~	✓ Yes	☐ Yes
Friday	e) Explain the role of political parties in government.	DOK: (Level 2-3) Organizing notes on an organizer,	L	Quiz
Έ	8- ·	(, (	Technology Use: Teacher:	
		Differentiated Instruction: graphic organizer, role play	redefici.	☐ Yes
	Essential Question:		Student:	<u>Homework</u>
	What is the basic structure of			☐ Yes
	Georgia's constitution?			Ticket Out The Door
	What are the concepts of "separation			
	of power" and "checks and balances"?			✓ Yes
				CPS Response
	Enduring Understanding:			☐ Yes
	Distribution of power in government is			
	a product of existing documents and			
	laws combined with contemporary			
	values and beliefs.			