

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p><b>Standard:</b> SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the U.S. between 1789 and 1840.</p> <p>a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.</p> <p>b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.</p> <p><b>Essential Question:</b> What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia's growth?</p> <p>What are the differences between the headright system and the land lottery system of land distribution and how did each impact the growth of Georgia?</p> <p>What was the Yazoo Land Fraud and how did it change Georgia's boundaries?</p> <p><b>Enduring Understanding:</b> <b>Individuals and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p><b>Opening:</b> (5-10 minutes) Local government</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Collect Westward Expansion projects 2) Students will participate in land distribution simulation. 3) Georgia Land Policies Anticipation Guide - students will work in pairs to complete 4) Class will read about Georgia's various land policies and make notations on their anticipation guide</p> <p><b>Closing:</b> (5-10 minutes) Choose the fairest method of land distribution and explain your choice.</p> <p><b>HW:</b> (1) Cornell notes from land policies power point; (2) Current Event # 9 due Friday (Georgia government) (3) Update Interactive Notebooks</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Analyzing various methods of land distribution</p> <p><b>DI:</b> Simulation; anticipation guide, choice project</p> <p><b>Vocabulary:</b> fraud, lottery, headright system, University of Georgia, Yazoo Land Fraud, Louisville, Baptist and Methodist churches.</p> <p><a href="http://games.annenbergclassroom.org/billofrights/index.html">http://games.annenbergclassroom.org/billofrights/index.html</a></p>	<p><b>Whole Group</b> Yes</p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b> Yes</p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> Teacher: Power point Student:</p>	<p><b>Student Conferencing</b> Yes</p> <p><b>Performance Task</b></p> <p><b>Project</b></p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b></p> <p><b>Homework</b> Yes</p> <p><b>Ticket Out The Door</b> Yes</p> <p><b>CPS Response</b></p>

Tuesday	<p><b>Standard:</b> SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the U.S. between 1789 and 1840.</p> <p>a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.</p> <p>b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.</p> <p><b>Essential Question:</b>                  What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia's growth?</p> <p>What are the differences between the headright system and the land lottery system of land distribution and how did each impact the growth of Georgia?</p> <p>What was the Yazoo Land Fraud and how did it change Georgia's boundaries?</p> <p><b>Enduring Understanding:</b>  <b>Individuals and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>AM Sub</p> <p><b>Opening:</b> (5-10 minutes) Methods of land distribution</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Check for completion of land policies notes                  2) Students will read play "In Georgia Assembled" and write written responses to questions.                  3) Students will take guided notes on SS8H5a.</p> <p><b>Closing:</b> (5-10 minutes) Choose the fairest method of land distribution and explain your choice.</p> <p>HW: (1) Finish guided notes; (2) Land Policies double puzzle (3) Current Event # 9 due Friday (Georgia government)</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards):                  Reading and participating in a play; responding to written questions; recording data on graphic organizer</p> <p><b>DI:</b> Drama, graphic organizer</p> <p><b>Vocabulary:</b> fraud, lottery, headright system, University of Georgia, Yazoo Land Fraud, Louisville, Baptist and Methodist churches.</p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b> Yes</p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b>                  Teacher: Power point                  Student:</p>	<p><b>Student Conferencing</b></p> <p><b>Performance Task</b></p> <p><b>Project</b></p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b></p> <p><b>Homework</b> YES</p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>
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Wednesday	<p><b>Standard:</b> SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the U.S. between 1789 and 1840.</p> <p>c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.</p> <p>d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.</p> <p><b>Essential Question:</b> How did the invention of the cotton gin impact Georgia's economy and population?</p> <p>How did the growth of railroads influence Georgia's growth?</p> <p>How did the Creeks and Cherokees try to avoid conflict with the settlers?</p> <p>What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears.</p> <p><b>Enduring Understanding:</b> Technological innovations have consequences, both intended and unintended, for a society.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p><b>Opening:</b> (5-10 minutes) Louisville</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Check for completion of guided notes</p> <p>2) A look at how Inventions and Innovations have shaped the world with both Intended and unintended consequences.; complete graphic organizers</p> <p>3) You Tube videos on cotton and railroads</p> <p>4) Watch Cotton video with guided viewing questions</p> <p><b>Closing:</b> (5-10 minutes) Do you think Eli Whitney would have thought the invention of the cotton gin was worth it, given the unintended consequences? Do you think so? why or why not?</p> <p><b>HW:</b> (1) Current Event # 9 due Friday (Georgia government)</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Responding to written questions; recording data on graphic organizer</p> <p><b>DI:</b> Drama, graphic organizer</p> <p><b>DI:</b> Test to monitor progress and to determine pullout groups</p> <p><b>Vocabulary:</b> University of Georgia, Abraham Baldwin, Land Grant University, Louisville, Augusta, Churches, Methodist Churches, Second Great Awakening, Circuit Riders, Land Policy, Headright System, Land Lottery, Yazoo Land Act, Yazoo Land Fraud, Cotton Gin, Trail of Tears, Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, Creek Native Americans, Cherokee Native Americans, Syllabary</p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b> YES</p> <p><b>Flexible Group</b> YES</p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> <u>Teacher:</u> Power point</p> <p><u>Student:</u></p>	<p><b>Student Conferencing</b></p> <p><b>Performance Task</b> YES</p> <p><b>Project</b> YES</p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b></p> <p><b>Homework</b> YES</p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>

Name: C. Mason

Lesson Plans for Week 26 Feb. 23-27

8th Grade

Thursday	<p><b>Standard:</b> SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the U.S. between 1789 and 1840.</p> <p>c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.</p> <p>d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.</p> <p><b>Essential Question:</b> How did the invention of the cotton gin impact Georgia's economy and population?  How did the growth of railroads influence Georgia's growth?</p> <p><b>Enduring Understanding:</b> Technological innovations have consequences, both intended and unintended, for a society.</p>	<p><b>Sub - School Business Leave</b></p> <p><b>Opening: (5-10 minutes) Inventions and Innovations</b></p> <p><b>Work Period: (35-40 minutes)</b> 1. Students will work on Trail of Tears organizer using power point</p> <p><b>Closing: (5-10 minutes) Write 2 things that you learned today</b></p> <p><b>HW: (1) Complete organizer using textbook and power point (2) Current event # 9 due tomorrow (3) Quiz on Westward expansion</b></p> <p><b>Literacy Component (Activities designed to address reading and writing standards): Choice board project</b></p> <p><b>DI: Test to monitor progress and to determine pullout groups</b></p> <p><b>Vocabulary:</b> University of Georgia, Abraham Baldwin, Land Grant University, Louisville, Augusta, Churches, Methodist Churches, Second Great Awakening, Circuit Riders, Land Policy, Headright System, Land Lottery, Yazoo Land Act, Yazoo Land Fraud, Cotton Gin, Trail of Tears, Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, Creek Native Americans, Cherokee Native Americans, Syllabary</p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b> YES</p> <p><b>Flexible Group</b> YES</p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> Teacher: Power point</p> <p><b>Student</b></p>	<p><b>Student Conferencing</b></p> <p><b>Performance Task</b> YES</p> <p><b>Project</b></p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b></p> <p><b>Homework</b> YES</p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>

Name: C. Mason

Lesson Plans for Week 26 Feb. 23-27

8th Grade

Friday	<p><b>Standard:</b> SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the U.S. between 1789 and 1840.</p> <p><b>Essential Question:</b> What were some of the significant factors affecting Georgia's growth and development between 1789 and 1840</p> <p><b>Enduring Understanding:</b> Technological innovations have consequences, both intended and unintended, for a society.  The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p><b>Opening:</b> (5-10 minutes) Funding government</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Collect Trail of Tears graphic organizer 2) Collect Current Event # 9 after volunteers share 3) Quiz 4) Begin working on organizer of events leading up to the Civil War</p> <p><b>Closing:</b> (5-10 minutes) Write 2 things that you learned today</p> <p><b>HW:</b> Go over all notes from this week's lessons</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Graphic organizer from non-fiction; current events: comprehension and summarizing</p> <p><b>DI:</b> Pull out groups as necessary based on quiz; flexible grouping; oral presentation</p> <p><b>Vocabulary:</b> University of Georgia, Abraham Baldwin, Land Grant University, Louisville, Augusta, Churches, Methodist Churches, Second Great Awakening, Circuit Riders, Land Policy, Headright System, Land Lottery, Yazoo Land Act, Yazoo Land Fraud, Cotton Gin, Trail of Tears, Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, Creek Native Americans, Cherokee Native Americans, Syllabary</p> <p><a href="http://games.annenbergclassroom.org/billofrights/index.html">http://games.annenbergclassroom.org/billofrights/index.html</a></p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b> YES</p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> <u>Teacher:</u> internet research <u>Student:</u> internet research</p>	<p><b>Student Conferencing</b></p> <p><b>Performance Task</b> YES</p> <p><b>Project</b></p> <p><b>Class Presentation</b> Yes</p> <p><b>Test</b></p> <p><b>Quiz</b> Yes</p> <p><b>Homework</b> YES</p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>