

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
<p>Monday</p>	<p>Standard: SS8H6 Analyze the impact of the civil War and Reconstruction on Georgia.</p> <p>b. State the importance of key events in the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</p> <p>c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing the Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan .</p> <p>Essential Question: What key Civil War events occurred in Georgia and what was their impact on the state and people of Georgia?</p> <p>After the South's Civil War loss, what plans were proposed in an attempt to rebuild and reunite it with the North?</p> <p>Enduring Understanding: Conflict and change: When there is conflict between or with societies, change is the result.</p> <p>Individuals and Institutions: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: (5-10 minutes) Baptist and Methodist churches</p> <p>Work Period: (35-40 minutes)</p> <p>1) Students will create battles map of the Civil War 2) Students will read the Gettysburg Address and respond to questions 3) Pull out groups based on Benchmark data</p> <p>Closing: (5-10 minutes) Why did the north and south have such different viewpoints about so many issues?</p> <p>HW: (1) Finish today's assignments</p> <p>Literacy Component (Activities designed to address reading and writing standards): Graphic organizer; reading non-fiction</p> <p>DI: Battles map; analyzing non-fiction</p> <p>Vocabulary: slavery, states' rights, nullification, the Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession in Georgia, Alexander Stephens, Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, Andersonville, Reconstruction, Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan</p> <p>http://games.annenbergclassroom.org/billofrights/index.html</p>	<p>Whole Group Yes</p> <p>Cooperative Group Yes</p> <p>Flexible Group Yes</p> <p>Collaborative Pair Yes</p> <p>Centers/Stations</p> <p>Technology Use: Teacher: Power point</p> <p>Student:</p>	<p>Student Conferencing Yes</p> <p>Performance Task</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework Yes</p> <p>Ticket Out The Door Yes</p> <p>CPS Response</p>

Tuesday	<p>Standard: SS8H6 Analyze the impact of the civil War and Reconstruction on Georgia.</p> <p>b. State the importance of key events in the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville</p> <p>c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing the Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan .</p> <p>Essential Question: What key Civil War events occurred in Georgia and what was their impact on the state and people of Georgia?</p> <p>After the South's Civil War loss, what plans were proposed in an attempt to rebuild and reunite it with the North?</p> <p>Enduring Understanding: Conflict and change: When there is conflict between or with societies, change is the result. Individuals and Institutions: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>BENCHMARK: MODIFIED SCHEDULE</p> <p>Opening: (5-10 minutes) Reconstruction</p> <p>Work Period: (35-40 minutes) 1) Collect battles map of the Civil War 2) Students will be in leveled groups to analyze the Gettysburg Address, paraphrase it, and respond to questions 3) Pull out groups based on Benchmark data</p> <p>Closing: (5-10 minutes) Explain the irony of Lincoln's view of his Gettysburg Address and history's view.</p> <p>HW: (1) Finish Gettysburg analysis</p> <p>Literacy Component (Activities designed to address reading and writing standards): Graphic organizer; reading non-fiction</p> <p>DI: Pull-out groups; flexible grouping, jigsaw activity</p> <p>Vocabulary: slavery, states' rights, nullification, the Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession in Georgia, Alexander Stephens, Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, Andersonville, Reconstruction, Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan</p> <p>http://games.annenbergclassroom.org/billofrights/index.html</p>	<p>Whole Group YES</p> <p>Cooperative Group Yes</p> <p>Flexible Group Yes</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing Yes</p> <p>Performance Task Yes</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework YES</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>
---------	---	--	--	--

Name: C. Mason

Lesson Plans for Week 28 March 9 - 12

8th Grade

Wednesday	<p>Standard: SS8H6 Analyze the impact of the civil War and Reconstruction on Georgia.</p> <p>b. State the importance of key events in the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville</p> <p>c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing the Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan .</p> <p>Essential Question: What key Civil War events occurred in Georgia and what was their impact on the state and people of Georgia?</p> <p>After the South's Civil War loss, what plans were proposed in an attempt to rebuild and reunite it with the North?</p> <p>Enduring Understanding: Conflict and change: When there is conflict between or with societies, change is the result. Individuals and Institutions: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>BENCHMARK (9-11 AM): MODIFIED SCHEDULE</p> <p>Opening: (5-10 minutes) Gettysburg address</p> <p>Work Period: (35-40 minutes) 1) Go over Benchmark. Students will work in groups to analyze why they responded as they did and create individualized plan for improved results on next assessment. 2) Pull out groups based on Benchmark data</p> <p>Closing: (5-10 minutes) Name 2 things you can do differently for the next assessment</p> <p>HW: Review Civil War battles map and Gettysburg Address</p> <p>Literacy Component: (Activities designed to address reading and writing standards): Test analysis; reading non-fiction</p> <p>DI: Individual analysis of test data</p> <p>Vocabulary: All Benchmark vocabulary</p> <p>http://games.annenbergclassroom.org/billofrights/index.html</p>	<p>Whole Group YES</p> <p>Cooperative Group YES</p> <p>Flexible Group</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>
-----------	---	---	--	--

Thursday	<p>Standard: SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918</p> <p>a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank case, and the county unit system had on Georgia during this period.</p> <p>b. Analyze how rights were denied to African Americans through Jim Crow laws, <i>Plessey v. Ferguson</i>, disenfranchisement, and racial violence.</p> <p>c. Explain the roles of Booker T. Washington, W.E.B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.</p> <p>d. Give reasons for WWI and describe Georgia's contributions.</p> <p>Essential Question: What key social and political issues were significant during the New South era? How did society and politics deny rights to certain individuals and groups during this era? What were the beliefs of the Populists and how did Tom Watson change Georgia and the nation? What were the differences in political views and philosophy among the following: Bourbon Triumvirate, Henry Grady, Tom Watson, Rebecca Latimer Felton? What do the 1906 Atlanta Race Riot and the Leo Frank Case have in common?</p> <p>Enduring Understanding: Individuals, Groups, and Institutions</p>	<p>Opening: (5-10 minutes) Benchmark Questions</p> <p>Work Period: (35-40 minutes)</p> <p>1) Students will take notes about the New South</p> <p>2) Students will discuss in groups the economic impact of the International Cotton Exposition.</p> <p>3) Students will use textbook, power point, and internet to complete graphic organizer about individuals of the New South</p> <p>4) Students will begin working on dinner party project.</p> <p>5) Pull out groups based on Benchmark data</p> <p>Closing: (5-10 minutes) Summarize what was happening during the New South period</p> <p>HW: Complete graphic organizer</p> <p>Literacy Component (Activities designed to address reading and writing standards): Graphic organizer; notes, and summary</p> <p>DI: Pull-out groups; flexible grouping, jigsaw activity</p> <p>Vocabulary: slavery, states' rights, nullification, the Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, secession in Georgia, Alexander Stephens, Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, Andersonville, Reconstruction, Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Turner and black legislators; and the Ku Klux Klan</p> <p>http://games.annenbergclassroom.org/billofrights/index.html</p> <p>NEXT WEEK: Students will view Georgia Stories film about the Atlanta Race Riot of 1906 and respond to Guided Viewing questions. Students will watch excerpts of Leo Frank film and respond to questions.</p> <p>Enduring Understanding: Conflict and change: When there is conflict between or with societies, change is the result. Technological Innovation: Technological innovations have consequences for a society, both in Production, Distribution, Consumption: The production, distribution, and consumption of goods and services affect society. Individuals and Institutions: The actions of individuals, groups, and/or institutions affect society</p>	<p>Whole Group YES</p> <p>Cooperative Group YES</p> <p>Flexible Group YES</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Technology Use: Teacher: Power point Student</p>	<p>Student Conferencing</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework YES</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>
----------	--	---	---	--

Name: C. Mason

Lesson Plans for Week 28 March 9 - 12

8th Grade

Friday	Standard	TEACHER WORKDAY: NO SCHOOL	Whole Group	Student Conferencing
	Essential Question:		Cooperative Group	Performance Task
	Enduring Understanding:		Flexible Group	Project
			Collaborative Pair	Class Presentation
			Centers/Stations	Test
			Technology Use:	Quiz
			<u>Teacher:</u>	Homework
			<u>Student:</u>	Ticket Out The Door
				CPS Response