Name: C. Mason

Lesson Plans for Week 28 March 9 - 12

8th Grade

ContentLearningLearningAssessment/(Check for promut/CechnologyStandard: SSBiG Analyze the impact of the civil war and Reconstruction Georgia.Dening: (5-10 minutes) Baptist and Methodist churchesWhee GroupStudent Conferencing Yesb. Stare the importance of key event in the Civil War include Antidant, the Conferencing, Sherman's Musing other Cellsyburg Address and respond to questions altanta Campaign, Sherman's Musing other Cellsyburg Address and respond to questions altanta Campaign, Sherman's Musing, Sherman's Musing, Sherman's Musing, Sherman's Musing, Sherman's Musing other Cellsyburg Address and respond to questions altanta Campaign, Sherman's Musing,	T N	ame: C. Mason	C. Masoli Lesson Plans for week 28 March 9 - 12 oth Grade				
of the civil War and Reconstruction on Yes Georgia. Work Period: (35-40 minutes) b. State the importance of key events in the Civil War; include Antietam, the Emancipation Proclamation, Georgian & Costing: (5-10 minutes) Why did the north and south have such different viewpoints (Atlanta Canaging, Sherman's March to Babout so many issues? Project c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing the resent and 15th Amendments; Henry McNeal Tumer and black legislators; and the Ku Kux Klan. Herice Company (Component (Activities designed to address reading and writing standards): Graphic organizer; reading non-fiction Test Predemised bard the Variant State of Reconstruction plans; 13th, 14th, and 15th Amendments; Henry McNeal Tumer and black legislators; and the Ku Kux Klan. Work (1) Finish today's assignments: Learcy Component (Activities designed to address reading and writing standards): Graphic organizer; reading non-fiction Test estimate and people of Georgia? Work (1) Finish today's assignments; Henry McNeal Tumer and black legislators; and the Ku Kux Klan. Test Bord and the Ku Kux Klan. Battles map; analyzing non-fiction Students: Test Bord and the ku Kux Klan. Battles map; analyzing non-fiction Students: Students: Bord and the ku Kux Klan. Battles map; analyzing non-fiction Students: Students: Students: Bord and the ku Kux Klan. Battles map;		Content	Lesson	•	-		
	Monday	of the civil War and Reconstruction on Georgia. 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. 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 . Essential Question: What key Civil War events occurred in Georgia and what was their impact on the state and people of Georgia? After the South's Civil War loss, what plans were proposed in an attempt to rebuild and reunite it with the North? 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	 Work Period: (35-40 minutes) 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 Closing: (5-10 minutes) Why did the north and south have such different viewpoints about so many issues? HW: (1) Finish today's assignments Literacy Component (Activities designed to address reading and writing standards): Graphic organizer; reading non-fiction DI: Battles map; analyzing non-fiction 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 	Whole Group Yes Cooperative Group Yes Flexible Group Yes Collaborative Pair Yes Centers/Stations Technology Use: Teacher: Power point	Student Conferencing Yes Performance Task Project Class Presentation Test Quiz Homework Yes Ticket Out The Door Yes		

ľ	Name: C. Mason	Lesson Plans for Week 28 March 9 - 12		8th Grade
		BENCHMARK: MODIFIED SCHEDULE		Student Conferencing
	of the civil War and Reconstruction on		YES	Yes
	Georgia.	Opening: (5-10 minutes) Reconstruction		
				Performance Task
	b. State the importance of key events	Work Period: (35-40 minutes)	Yes	Yes
	in the Civil War; include Antietam, the	1) Collect battles map of the Civil War	Flavible Course	Project
	Emancipation Proclamation, Gettysburg, Chickamauga, the Union	2) Students will be in leveled groups to analyze the Gettysburg Address, paraphrase	<u>Flexible Group</u> Yes	<u>Project</u>
	blockade of Georgia's coast, Sherman's		165	
	Atlanta Campaign Sherman's March to	3) Pull out groups based on Benchmark data	Collaborative Pair	Class Presentation
	the Sea, and Andersonville	of run out Broups buscu on benefinary duta		class resentation
		Closing: (5-10 minutes) Explain the irony of Lincoln's view of his Gettysburg Address		
		and history's view.	Centers/Stations	Test
	southern states, emphasizing the			
	Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans;	1114/ (1) Finish Catturkurg analysis		
	tenant farming; Reconstruction plans;	HW: (1) Finish Gettysburg analysis	Technology Use:	Quiz
	13th, 14th, and 15th Amendments;		<u>Teacher:</u>	
	Henry McNeal Turner and black	Literacy Component (Activities designed to address reading and writing standards):		
1	legislators; and the Ku Klux Klan . Essential Question:	Graphic organizer; reading non-fiction	<u>Student:</u>	<u>Homework</u>
				YES
F	Essential Question: What key Civil War events occurred in	DI: Pull-out groups; flexible grouping, jigsaw activity		
	Georgia and what was their impact on			<u>Ticket Out The Door</u> YES
	the state and people of Georgia?	Vocabulary: slavery, states' rights, nullification, the Missouri Compromise, Compromise of		YES
		1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860,		CPS Response
	After the South's Civil War loss, what	secession in Georgia, Alexander Stephens, Antietam, the Emancipation Proclamation,		<u>er s response</u>
	plans were proposed in an attempt to	Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign,		
	rebuild and reunite it with the North?	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		
	Enduring Understanding:	ו אווער אוע אועלא ובפוטומנטוס, מווע נווב גע געמא געמו		
	Conflict and change: When there is	http://games.annenbergclassroom.org/billofrights/index.html		
	conflict between or with societies,	nichy / Barnesiannenser Berassi ooniroi B/ binon Brits/ Index.ntmi		
	change is the result.			
	Individuals and Institutions: The			
	actions of individuals, groups, and/or			
	institutions affect society through intended and unintended			
	consequences.			
	consequences.			

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8th Grade

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	Standard: SS8H6 Analyze the impact		Whole Group	Student Conferencing
	of the civil War and Reconstruction on		YES	
	Georgia.	Opening: (5-10 minutes) Gettysburg address		
			Cooperative Group	Performance Task
	b. State the importance of key events	Work Period: (35-40 minutes)	YES	YES
	in the Civil War; include Antietam, the	1) Go over Benchmark. Students will work in groups to analyze why they responded		
	Emancipation Proclamation,	as they did and create individualized plan for improved results on next assessment.	Flexible Group	Project
	Gettysburg, Chickamauga, the Union			
	blockade of Georgia's coast, Sherman's	2) Pull out groups based on Benchmark data		
	Atlanta Campaign, Sherman's March to		Collaborative Pair	Class Presentation
	the Sea, and Andersonville	<u>Closing</u> : (5-10 minutes) Name 2 things you can do differently for the next assessment		
	c. Analyze the impact of			
	Reconstruction on Georgia and other	HW: Review Civil War battles map and Gettysburg Address	Centers/Stations	Test
	southern states, emphasizing the			
	Freedmen's Bureau; sharecropping and	Literacy Component: (Activities designed to address reading and writing standards):		
	tenant farming; Reconstruction plans;	Test analysis; reading non-fiction	Technology Use:	Quiz
>	13th, 14th, and 15th Amendments;		<u>Teacher:</u>	
da	Henry McNeal Turner and black	Die Individual austruite of teat date		
nes	legislators; and the Ku Klux Klan .	<u>DI</u> : Individual analysis of test data	<u>Student:</u>	Homework
Wednesdav	E			
3		Vocabulary: All Benchmark vocabulary		
	What key Civil War events occurred in			Ticket Out The Door
	Georgia and what was their impact on			YES
	the state and people of Georgia?			
	After the Couthle Civil Marless what			CPS Response
	After the South's Civil War loss, what plans were proposed in an attempt to			
	rebuild and reunite it with the North?	http://games.annenbergclassroom.org/billofrights/index.html		
		incip.//games.annenbergelassi oom.org/binomgnes/mdex.nemi		
	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.			
	consequences.			

Name: C. Mason	Lesson Plans for Week 28 March 9 - 12		8th Grade	
Standard: SS8H7 Evaluate key	Opening: (5-10 minutes) Benchmark Questions	Whole Group	Student Conferencing	
political, social, and economic changes		YES		
that occurred in Georgia between	Work Period: (35-40 minutes)			
1877 and 1918	1) Students will take notes about the New South	Cooperative Group	Performance Task	
	2) Students will discuss in groups the economic impact of the International Cotton	YES	YES	
a. Evaluate the impact the Bourbon				
Triumvirate, Henry Grady,	Exposition.	Flexible Group	Project	
International Cotton Exposition, Tom	3) Students will use textbook, power point, and internet to complete graphic	YES		
Watson and the Populists, Rebecca	organizer about individuals of the New South			
Latimer Felton, the 1906 Atlanta Riot,	4) Students will begin working on dinner party project.	Collaborative Pair	Class Presentation	
the Leo frank case, and the county unit	5) Pull out groups based on Benchmark data			
system had on Georgia during this				
period.	Closing: (5-10 minutes) Summarize what was happening during the New South	Centers/Stations	Test	
b. Analyze how rights were denied to	period			
African Americans through Jim Crow				
laws, Plessey v. Ferguson,		Technology Use:	<u>Quiz</u>	
disenfranchisement, and racial	Tw. complete graphic organizer	<u>Teacher:</u> Power point		
violence.				
c. Explain the roles of Booker T.	<u>Literacy Component</u> (Activities designed to address reading and writing standards):	Student	<u>Homework</u>	
Washington, W.E.B. DuBois, John and	Graphic organizer; notes, and summary		YES	
Lugenia Burns Hope, and Alonzo				
Herndon.	<u>DI:</u> Pull-out groups; flexible grouping, jigsaw activity		Ticket Out The Door	
d. Give reasons for WWI and descrjibe			YES	
Georgia's contributions.	Vocabulary: slavery, states' rights, nullification, the Missouri Compromise, Compromise of			
Facential Questions	1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860,		CPS Response	
Essential Question:	secession in Georgia, Alexander Stephens, Antietam, the Emancipation Proclamation,			
What key social and political issues were significant during the New South era? How did society and politics deny	Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign,			
ora2	Sherman's March to the Sea, Andersonville, Reconstruction, Freedmen's Bureau;			
How did society and politics dopy	sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th Amendments;			
rights to certain individuals and groups	Henry McNeal Turner and black legislators; and the Ku Klux Klan			
during this era?				
What were the beliefs of the Populists	http://games.annenbergclassroom.org/billofrights/index.html			
and how did Tom Watson change				
Georgia and the nation?	NEXT WEEK:			
What were the differences in political	Students will view Georgia Stories film about the Atlanta Race Riot of 1906 and			
views and philosophy among the	respond to Guided Viewing questions.			
following: Bourbon Triumvirate, Henry	Students will watch excerpts of Leo Frank film and respond to questions.			
Grady, Tom Watson, Rebecca Latimer				
Felton?				
What do the 1906 Atlanta Race Riot	Enduring Understanding:			
and the Leo Frank Case have in	Conflict and change: When there is conflict between or with societies, change is the result.			
common?	Technological Innovation: Technological innovations have consequences for a society, both inte			
	Production, Distribution, Consumption: The production, distribution, and consumption of good			on, custo
Enduring Understanding: Individuals,	society.			
Groups, and Institutions	Individuals and Institutions: The actions of individuals, groups, and/or institutions affect society			
				hat wh

N	ame: C. Mason	Lesson Plans for Week 28 March 9 - 12		8th Grade
	Standard Essential Question: Enduring Understanding:	TEACHER WORKDAY: NO SCHOOL	Whole Group Cooperative Group	Student Conferencing Performance Task
			Flexible Group Collaborative Pair Centers/Stations	Project Class Presentation Test
Eridav			Technology Use: Teacher: Student:	<u>Quiz</u> Homework
				<u>Ticket Out The Door</u> <u>CPS Response</u>