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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.  a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.  **Essential Question:**  What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?  How did environment impact the development of the prehistoric Native American cultures?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes - Review of Georgia regions**  **Work Period:  35-40 minutes**  **1) Geography test bubble sheets**  **2) Introduction of prehistoric people in North America**  **3) Story time** [cloze](../8th%20Grade/History/Prehistoric%20Native%20Americans/Once%20upon%20a%20time....docx)  **4) Students will work in groups of 4 to complete** [**graphic organizer**](../8th%20Grade/History/Prehistoric%20Native%20Americans/Prehistoric%20Native%20Americans%20Chart.pdf) **chart about prehistoric Native Americans in Georgia.**  **5) Students will write a brief paragraph summarizing the changes from the Paleo to Archaic period (focus on tools/weapons; dwellings).**  **Closing:  5-10– Ticket out the door (summary paragraph)**  **HW: (1) Complete chart about prehistoric Native Americans (2) Current event #2 due Friday.**  **Formative Assessment: Paragraphs to demonstrate knowledge of changes in the Native American life and the causes thereof.**  **WICOR: Researching information; drawing conclusions, graphic organizers, summarizing key data points**  **Vocabulary: development, dwelling, prehistoric, Paleo, Archaic, Woodland, Mississippian**  **DOK: 1,2,3** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student: Internet research** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Tuesday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.  a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.  **Essential Question:**  What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?  How did environment impact the development of the prehistoric Native American cultures?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes - History vs. prehistory**  **Work Period:  35-40 minutes**  **1) Discuss/collect prehistoric Native American chart**  **2) Remediation on Georgia geography based on Unit test results**  **3) Students will have 2 days to work individually or in groups to complete a project demonstrating the evolution of the Native American groups and the reasons for the changes.**  **Closing:  5-10 – Ticket out the door (1-2 sentences explaining the role of environment in the development of prehistoric Americans.)**  **HW: (1)** [**Writing assignment (1 1/2 pages minimum**](../../2013-2014/8th%20Grade/Prehist%20Native%20Amrcns/Journal%20Entry%20Directions%20and%20Rubric.docx)**) (2)Current event #2 due Friday**  **WICOR: Using information from a chart to create a fictional written work based on fact; using data that has been researched and organized to demonstrate how change occurred over time and the reasons for this change; collaborating with others to assemble factual information in a logical fashion.**  **Formative Assessment: Closing assignment, written assignment**    **Vocabulary: development, evolve, prehistoric, Paleo, Archaic, Woodland, Mississippian**  **DOK: 2,3,4** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student: Internet research** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Wednesday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.  a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.  **Essential Question:**  What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?  How did environment impact the development of the prehistoric Native American cultures?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes - Prehistoric Native Americans (Paleo, Archaic)**  **Work Period:  35-40 minutes**  **1) Students will complete task to present tomorrow**  **2) Volunteer students will read their writing assignment.**  **Closing:  5-10 – Ticket out the door (1-2 sentences explaining which of the prehistoric Native American groups led the most exciting life and why).**  **HW: (1) Current event #2 due Friday (2) Presentations due tomorrow**  **WICOR: Using information from a chart to create a fictional written work based on fact; using data that has been researched and organized to demonstrate how change occurred over time and the reasons for this change; collaborating with others to assemble factual information in a logical fashion.**  **Formative Assessment: Closing assignment, written assignment**    **Vocabulary: development, evolve, prehistoric, Paleo, Archaic, Woodland, Mississippian**  **DOK: 2,3,4** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Thursday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.  a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.  **Essential Question:**  What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?  How did environment impact the development of the prehistoric Native American cultures?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development.  **Enduring Understanding:** Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes : Settlement of Savannah and the Georgia colony**  **Work Period:  35-40 minutes**  **1) Student groups or individuals will present their collaborations/project.**  **2) Students will use** [link to essay](http://www.foresthistory.org/education/Curriculum/activity/activ1/essay.htm) **to respond to questions about prehistoric Native Americans and their environment.**  **Closing:  5-10 – Ticket out the door 3-2-1 ( Learned, wondered about, what to know more about)**  **HW: 1) Current event #2 due Friday (TOMORROW) 2) Finish questionnaire 3) Study for quiz**  **WICOR: Collaborative group project; reading for information**  **Formative Assessment: Student responses to questionnaire**  **Vocabulary: All terms used this week**  **DOK: 2,3,4**  **) http://www.foresthistory.org/education/Curriculum/activity/activ1/essay.htm** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:  Projector**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Friday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.  a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.  **Essential Question:**  What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?  How did environment impact the development of the prehistoric Native American cultures?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development.  **Enduring Understanding:** Location affects a society's economy, culture, and development. | **SUBSTITUTE**  **Opening:  5-10 minutes (warm-up questions)**  **Work Period:  35-40 minutes**  **1) Discuss questionnaire; collect**  **2) Current Events: volunteer students will present**  **3) Quiz on prehistoric Native Americans**  **Closing:  5-10 minutes ticket out the door (hardest question and easiest question on the quiz)**  **HW: None**  **WICOR: Write, analyze, and summarize current event; quiz**  **Formative Assessment: Student responses to questionnaire**  **Vocabulary: All terms used this week**  **DOK: 2,3,4** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |