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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.   |  | | --- | | b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.  c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. |   **Essential Question:**  **How did early European contact affect the culture of the Mississippian Indians? (H1b)**  **What were the purposes of the Spanish missions and where were they located in Georgia?**  **Which European countries competed for settlement in the southeastern U.S.?**  **What prompted these countries to explore, claim, and settle these new lands?**  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  When there is conflict between, or within, societies, change is the result.   |  | | --- | |  | | **Opening:  5-10 minutes - Prehistoric Native Americans**  **Work Period:  35-40 minutes**  **1) Update Interactive Notebook**  **2) Preview of European exploration of the Americas**  **3) Discovering America (students will analyze lyrics and complete cloze)**  **4) Remediation on Georgia geography based on Unit test results**  **5) Small groups will rotate among several stations to complete various activities about reasons for exploration.**  **a) remediation**  **b) textbook research**  **c) DBQ**  **d) textbook/internet research**  **Closing:  5-10 – Ticket out the door (Why did Europeans come to America?)**  **HW: (1) Complete one activity you started today (2)Current event #3 due Friday**  **WICOR: Reading for specific information; using information to place yourself back in time to create a historical document; listening and analyzing song lyrics - make connections from today's language to historical content**  **Formative Assessment: Closing assignment, written assignment**    **Vocabulary: exploration, chroniclers, conquistador**  **DOK: 1,2 (reading for factual information** | **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.   |  | | --- | | b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.  c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. |   **Essential Question:**  **How did early European contact affect the culture of the Mississippian Indians? (H1b)**  **What were the purposes of the Spanish missions and where were they located in Georgia?**  **Which European countries competed for settlement in the southeastern U.S.?**  **What prompted these countries to explore, claim, and settle these new lands?**  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  When there is conflict between, or within, societies, change is the result. | **Opening:  5-10 minutes - Reasons for exploration**  **Work Period:  35-40 minutes**  **Continue and complete yesterday's activities:**  **Small groups will rotate among several stations to complete various activities about reasons for exploration.**  **a) remediation**  **b) textbook research**  **c) DBQ**  **d) textbook/internet research**  **Closing:  5-10 – Ticket out the door (Why and where were Spanish missions established?)**  **HW: (1) Complete ALL activities you started yesterday and today (2)Current event #3 due Friday**  **WICOR: Using information from texts to gather facts; writing based on primary source documents.**  **Formative Assessment: Closing assignment, written assignment; DBQ**  **DOK: 2) finding and organizing factual answers by studying texts and primary documents;**  **3) summarizing information and creating written response based on a series of documents.**  **DI: Written summaries; researching facts in texts and primary documents**    **Vocabulary:**  **H1b:** Barrier Islands, Hernando de Soto, Spanish Missions  **H1c:** Mercantilism, Colony, Monarch **DOK: 2,3,4**  Add to Prehistoric Native American notes:   Remnants of the Mississippians went on to form Creek and Cherokee Native American groups.   The Mississippians encountered Spanish explorer Hernando de Soto. | **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.   |  | | --- | | b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.  c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. |   **Essential Question:**  **How did early European contact affect the culture of the Mississippian Indians? (H1b)**  **What were the purposes of the Spanish missions and where were they located in Georgia?**  **Which European countries competed for settlement in the southeastern U.S.?**  **What prompted these countries to explore, claim, and settle these new lands?**  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  When there is conflict between, or within, societies, change is the result. | **Opening:  5-10 minutes - Impact of Eurtopean exploration on the Native Americans**  **Work Period:  35-40 minutes**  **1) Collect ALL tasks**  **2) Students will watch Georgia Stories video about Hernando de Soto and respond to Viewing Guide questions**  **3) Students will work in groups to complete different tasks.**  **Closing:  5-10 – Ticket out the door (most interesting thing you have learned about de Soto and one thing you want to learn).**  **HW: (1) Current event #3 due Friday (2) complete assignments (due tomorrow)**  **WICOR: Listening to respond to questions; researching internet and texts for response to questions.**  **Formative Assessment: Closing assignment, written assignment**    **Vocabulary: Hernando de Soto, God, gold, glory, resources, riches, religion**  **DOK: 2,3,4**  **DI: Visual, auditory, collaborative/cooperative groups** | **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.   |  | | --- | | b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.  c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. |   **Essential Question:**  **How did early European contact affect the culture of the Mississippian Indians? (H1b)**  **What were the purposes of the Spanish missions and where were they located in Georgia?**  **Which European countries competed for settlement in the southeastern U.S.?**  **What prompted these countries to explore, claim, and settle these new lands?**  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  When there is conflict between, or within, societies, change is the result. | **Opening:  5-10 minutes : Settlement of Savannah and the Georgia colony**  **Work Period:  35-40 minutes**  **1) Student will continue to work in groups to complete tasks.**  **2) Students will construct a response to two quotes related to European contact with the Native Americans.**  **Closing:  5-10 – Ticket out the door 3-2-1 ( Learned, wondered about, what to know more about)**  **HW: 1) Current event #3 due Friday (TOMORROW**  **WICOR: Collaborative group project; reading for information; analyzing and responding to quotes from individuals living at that time.**  **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) Current Events: volunteer students will present**  **2) Impact of Europeans on Native Americans; impact of Native Americans on their environment**  **Closing:  5-10 minutes ticket out the door (Summarize in 1-3 sentences today's lesson)**  **HW: None**  **WICOR: Write, analyze, and summarize current event**  **Formative Assessment: Writings**  **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** |