

Name: C. Mason

Lesson Plans for the week of Sept. 1st-Sept. 5th, 2014

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	Standard:	NO SCHOOL: LABOR DAY HOLIDAY	Whole Group <input type="checkbox"/> Yes	Student Conferencing <input type="checkbox"/> Yes
	Essential Question:	Opening: (5-10 minutes)	Cooperative Group <input type="checkbox"/> Yes	Performance Task <input type="checkbox"/> Yes
	Enduring Understanding:	Work Period: 35-40 minutes	Flexible Group <input type="checkbox"/> Yes	Project <input type="checkbox"/> Yes
		Closing: 5-10 minutes	Collaborative Pair <input type="checkbox"/> Yes	Class Presentation <input type="checkbox"/> Yes
		Homework	Centers/Stations <input type="checkbox"/> Yes	Test <input type="checkbox"/> Yes
		Literacy Component:		Quiz <input type="checkbox"/> Yes
		Formative Assessment:	Technology Use:	Homework <input type="checkbox"/> Yes
		Vocabulary:	Teacher:	Ticket Out The Door <input type="checkbox"/> Yes
		DOK:	Student:	CPS Response <input type="checkbox"/> Yes

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Tuesday	<p>Standard: SS8H1c. 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.</p> <p>SS8H2a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, defense), Tomochichi, Mary Musgrove, and the city of Savannah.</p> <p>Essential Question: Which European countries compete for settlement in the southeastern U.S. and what prompted them to explore and settle these new lands? What persons were instrumental in the settlement of the Georgia colony?</p> <p>Enduring Understanding: The production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of the society. The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: 5-10 minutes - Review of exploration</p> <p>Work Period: 35-40 minutes</p> <p>1) Bubble in answer sheets 2) Return and update Interactive Notebook. Leave blank page for twitter feed 3) Students will complete review chart of reasons for European exploration and settlement. Glue into notebook (after blank page for twitter feed) 4) Students, in pairs, will use textbooks to determine who James Oglethorpe was, why he wanted to charter a new colony using Buzz Notes method. Must be done on a blank sheet of notebook paper.</p> <p>Closing: 5-10– Ticket out the door (Describe Oglethorpe's initial reason for wanting to found a new colony.)</p> <p>HW: (1) Complete Buzz Notes and glue in numerical order after reasons chart (2)Hernando de Soto Twitter feed is due tomorrow (3) Political Cartoon # 1 due Friday.</p> <p>Formative Assessment: Closing; Unit test; Buzz Notes responses</p> <p>Literacy Component: Reading for information; charting information</p> <p>Vocabulary: financial backing, worthy poor, James Oglethorpe, charity, defense, economics, colony, debtor</p> <p>DOK: 1,2 Gathering facts</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input checked="" type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Wednesday	<p>Standard: SS8H2a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, defense), Tomochichi, Mary Musgrove, and the city of Savannah.</p> <p>Essential Question: What persons were instrumental in the settlement of the Georgia colony?</p> <p>Enduring Understanding: The production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of the society.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: 5-10 minutes - Oglethorpe and the worthy poor</p> <p>Work Period: 35-40 minutes</p> <p>1) Collect twitter feed on De Soto"</p> <p>2) Return and update Interactive Notebook.</p> <p>3) Students will create their own contract outlining the terms of agreement between the selected colonists and the trustees who would be governing them.</p> <p>4) If students finish their contract, they will turn it in and then complete a graphic organizer setting forth the terms for the new colonists and trustees and responding to the critical thinking question.</p> <p>Closing: 5-10– Ticket out the door (The terms of agreement)</p> <p>HW: (1)Finish graphic organizer (2) Political Cartoon # 1 is due Friday.</p> <p>Formative Assessment: Closing; student contracts</p> <p>Literacy Component: Reading for information; synthesizing information</p> <p>Vocabulary: James Oglethorpe, charity, defense, economics, colony, trustee</p> <p>DOK: 4 Synthesizing information to create a new, relevant document</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Thursday	<p>Standard: SS8H2a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, defense), Tomochichi, Mary Musgrove, and the city of Savannah.</p> <p>Essential Question: What persons were instrumental in the settlement of the Georgia colony?</p> <p>Enduring Understanding: The production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of the society.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Enduring Understanding: Location affects a society's economy, culture, and development.</p>	<p>SUBSTITUTE FOR 8TH GRADE CLASSES</p> <p>Opening: 5-10 minutes - Contract terms</p> <p>Work Period: 35-40 minutes</p> <p>1) Review graphic organize; glue into Notebooks 2) Students will write their own proclamations and glue into Notebooks 3) Chapter 4 Reading Guide</p> <p>Closing: 5-10– Ticket out the door (the 4 groups banned from the colony)</p> <p>HW: (1) Finish Reading Guide (2) Political Cartoon # 1 is due tomorrow.</p> <p>Formative Assessment: Ticket out the door question</p> <p>Literacy Component: Using information gained from reading to write their own document incorporating the information</p> <p>Vocabulary: James Oglethorpe, charity, defense, economics, colony, trustee</p> <p>DOK: 4 Synthesizing information to create a new, relevant document</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input checked="" type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Friday	<p>Standard: SS8H2a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, defense), Tomochichi, Mary Musgrove, and the city of Savannah.</p> <p>Essential Question: What persons were instrumental in the settlement of the Georgia colony?</p> <p>Enduring Understanding: The production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of the society.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Enduring Understanding: Location affects a society's economy, culture, and development.</p>	<p>Opening: 5-10 minutes - 4 banned groups</p> <p>Work Period: 35-40 minutes</p> <p>1) Collect Reading Guides after adding WRIST 2) Gallery Walk of political cartoons. Students will do an analysis of their own cartoon as well as 2 others of their choice. 3) Students will analyze the Charter of 1732 and respond to critical thinking questions.</p> <p>Closing: 5-10– Ticket out the door (3 things you learned today)</p> <p>HW: None</p> <p>Formative Assessment: Ticket out the door question</p> <p>Literacy Component: Analyzing political cartoons</p> <p>Vocabulary: James Oglethorpe, charity, defense, economics, colony, trustee, charter</p> <p>DOK: 3, 4 Making abstract connections to analyze political cartoons; critical thinking questions</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>