Name: C. Mason

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

	Content	Lesson	Learnii	ng Format/Technology		ssment/Check for Inderstanding
	Standard:	Opening: (5-10 minutes) Excluded groups and rationale	Whole Gro	u <u>p</u>	Student Co	nferencing
	SS8H2a. Explain the importance of		☐ Yes		☐ Yes	
	James Oglethorpe, the Charter of 1732, reasons for settlement	Work Period: 35-40 minutes	Cooperativ	e Group	Performan	ce Task
	(charity, economics, defense),	PRIOR TO BEGINNING CONTENT LESSON, STUDENTS WILL GO OVER BASICS OF NATIONAL	Yes		✓ Yes	
	Tomochichi, Mary Musgrove, and	HISTORY DAY PROJECT	Flexible Gro	<u>oup</u>	<u>Project</u>	
	the city of Savannah.	1) Gallery Walk of political cartoons. Students will do an analysis of a cartoon other than	☐ Yes		☐ Yes	
	5		Collaborati	ve Pair	Class Prese	ntation
	Essential Question: What persons were instrumental in	) Vocabulary activity	☐ Yes		☐ Yes	
		0) (1   1   1   1   1   1   1   1   1   1	Centers/Sta	ations	Test	
	colony?	thinking questions.	☐ Yes		☐ Yes	
					Quiz	
	The actions of individuals, groups, and/or institutions affect society	Closing: 5-10 minutes Write two facts that you discovered when you analyzed the Charter of 1732.	Technology Use: Teacher:		☐ Yes	
					Homework	
>			Student:		✓ Yes	
Monda	through intended and unintended	Homework: (1) Political Cartoon # 2 due Friday (2) Think about your topic for National			Ticket Out	The Door
Mo	consequences.	History Day project - proposed topic must be written down and turned in on Friday			✓ Yes	THE BOOT
					CPS Respon	150
	•	Literacy Component: Reading and analyzing primary source document			☐ Yes	<u>150</u>
					ics	
		Formative Assessment: Closing; political cartoon analysis				
		<b>Vocabulary:</b> charter, colonist, Charter of 1732, James Oglethorpe, Tomochichi, Mary				
		Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.), buffer colony, worthy				
		poor, Battle of Bloody Marsh, Mulberry bush, mercantilism, indentured servant slave				
		DOK: (Level 3) Analyzing primary source document				
		<u>Differentiated Instruction:</u> Cooperative groups, primary source analysis, political cartoon				
		analysis				

		·				
		Opening: 5-10 minutes - Charter of 1732	Whole Grou	ı <u>p</u>	Student Cor	nferencing
	for European exploration and		✓ Yes		☐ Yes	
	settlement of North America, with	Work Period: 35-40 minutes	Cooperative	Group	Performano	e Task
	emphasis on the interests of the	1) What's In a Name?	✓ Yes		✓ Yes	<del></del>
	French, Spanish, and British in the	2) 13 Colonies Stations				
	southeastern area.	3) Students will watch 13 colonies video	Flexible Gro	<u>up</u>	<u>Project</u>	
	SS8H2a. Explain the importance of	4) Graphic organizer - Life in the colonies then and now	☐ Yes		☐ Yes	
	James Oglethorpe, the Charter of		Collaborativ	<u>re Pair</u>	Class Prese	ntation_
	1732, reasons for settlement	Closing: 5-10- Ticket out the door (Name the 3 groups the original 13 colonies were	☐ Yes		☐ Yes	
		divided into)				
	Tomochichi, Mary Musgrove, and		Centers/Sta	tions	Test —	
		HW: (1) Political Cartoon # 2 due Friday (2) Complete graphic organizer (3) Think about	✓ Yes		☐ Yes	
		your topic for National History Day project - proposed topic must be written down and			<u>Quiz</u>	
	Essential Question:	turned in on Friday.	Technology		☐ Yes	
	Which European countries compete	tuilled iii oii riiday.	Teacher: Vio	deo	Homework	
	for settlement in the southeastern	Formative Assessment: Closing; Stations	Student: Vic	deo		
	U.S. and what prompted them to				✓ Yes	
<u>a</u>	explore and settle these new lands?	<u>Literacy component.</u> Reading for information; charting information			Ticket Out 1	The Door
a,		March James financial hashing about a goldwick Chamber of 1733. James Oclathauma			✓ Yes	
	What persons were instrumental in	Vocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe,			CPS Respon	<u>se</u>
	the settlement of the Georgia	Tomochichi, Mary Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.),			□ Yes	
	colony?	buffer colony, worthy poor, Battle of Bloody Marsh, Mulberry bush, mercantilism,			103	
	- 1	indentured servant slave				
	Enduring Understanding:					
	The production, distribution, and consumption of goods/services	DOK: 1,2 Gathering facts; Level 3 Making comparisons				
	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.					

	Standard:	Opening: 5-10 minutes - 13 Colonies	Whole Group	Student Confer	rencing
	SS8H2a. Explain the importance of		☐ Yes	☐ Yes	
	James Oglethorpe, the Charter of	Work Period: 35-40 minutes	Cooperative Group	Performance T	ack
	1732, reasons for settlement	1) Collect graphic organizer homework	✓ Yes		<u>ask</u>
	(charity, economics, defense), Tomochichi, Mary Musgrove, and	2) 13 colonies - lyrics and music	Flavible Cueros	✓ Yes	
	the city of Savannah.	3) United Streaming "Georgia the 13th Colony"	_	<u>Project</u>	
	the city of Savarman.	4) Students will choose how to portray the early Georgia colonists and their trip on the Ann	☐ Yes	☐ Yes	
	Essential Question:		Collaborative Pair	Class Presentat	tion
	What persons were instrumental in		☐ Yes	☐ Yes	
	the settlement of the Georgia	Closing: 5-10- Ticket out the door (Georgia's early beginnings)	Centers/Stations		
	colony?		☐ Yes	<u>Test</u>	
λ		HW: (1) Political Cartoon # 2 due Friday (2) Choice board assignment due tomorrow (3)		☐ Yes	
S	Enduring Understanding:	Think about your topic for National History Day project - proposed topic must be written	Technology Use:	<u>Quiz</u>	
_	The production, distribution, and	down and turned in on Friday.	Teacher:	☐ Yes	
	consumption of goods/services produced by a society are affected		Student:	Homework	
	by the location, customs, beliefs,	Formative Assessment: Closing	<u>Student.</u>	✓ Yes	
	and laws of the society.				_
		<u>Literacy Component</u> : Reading for information; charting information, analyzing lyrics		Ticket Out The	<u>Door</u>
	The actions of individuals, groups,	North dans fire will be discontinuous better adjusts the standard of 1722 January Orlethanna		✓ Yes	
	and/or institutions affect society	Vocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe,		CPS Response	
	through intended and unintended	Tomochichi, Mary Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.),		☐ Yes	
	consequences.	buffer colony, worthy poor, Battle of Bloody Marsh, Mulberry bush, mercantilism, indentured servant slave			
		inucituieu servant siave			
		DOK: 1,2 Gathering facts; Level 3 Making comparisons			
		DON. 1,2 Gathering facts, Level 3 Making Companisons			

		Opening: 5-10 minutes - Colonists' voyage	Whole Gro	<u>up</u>	Student Conferencing
	SS8H2a. Explain the importance of		Yes		☐ Yes
		Work Period: 35-40 minutes	Cooperativ	e Group	Performance Task
	1732, reasons for settlement (charity, economics, defense),	1) Collect assignment about colonists voyage	☐ Yes		✓ Yes
	Tomochichi, Mary Musgrove, and	2) Students will begin working on Story of Georgia mandated Performance Task by	Flexible Gro		
	the city of Savannah.	completing cloze		<u>σαρ</u>	<u>Project</u>
	,	3) Begin working on performance task	☐ Yes		☐ Yes
	Essential Question:		Collaborati	ve Pair	Class Presentation
	What persons were instrumental in	Closing: 5-10— Ticket out the door (story of Georgia)	Yes		Yes
	the settlement of the Georgia		Centers/Sta	ations	
	•	HW: (1) Political Cartoon # 2 due Friday (2) Choice board assignment due Monday (3)	☐ Yes		<u>Test</u>
		Think about your topic for National History Day project - proposed topic must be written			Yes
		down and turned in on Friday.	Technology	/ Use:	<u>Quiz</u>
da	The production, distribution, and		Teacher:		☐ Yes
	consumption of goods/services produced by a society are affected	Formative Assessment: Ticket out the door question	Student:		Homework
드	by the location, customs, beliefs,		<u>Juanii.</u>		✓ Yes
	and laws of the society.	<u>Literacy Component</u> : Performance task (storybook)			
	,	Marahalana financial hashina shantan aslanist Charten of 1733 Januar Calathana			Ticket Out The Door
	The actions of individuals, groups,	Vocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe,			✓ Yes
	and/or institutions affect society	Tomochichi, Mary Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.),			CPS Response
	tin ough interiored and animicended	buffer colony, worthy poor, Battle of Bloody Marsh, Mulberry bush, mercantilism, indentured servant slave			Yes
	consequences.	indentured Servant Stave			
	Enduring Understanding:	DOK: 4 Synthesizing information to create a new, relevant document			
	Location affects a society's	DON: 4 Synthesizing information to create a new, relevant document			
	economy, culture, and				
	development.				
	development.				

	Standard:	Opening: 5-10 minutes - Colonists' voyage	Whole Group	Student Co	nferencing
	SS8H2a. Explain the importance of		✓ Yes	☐ Yes	
	James Oglethorpe, the Charter of	Work Period: 35-40 minutes	Cooperative Group	Performano	ro Task
	1732, reasons for settlement	1) Collect political cortacy # 2 NUD topics	_		<u>ce rask</u>
	(charity, economics, defense),	2) Notes on arrival and settlement of the Georgia colony		✓ Yes	
	Tomochichi, Mary Musgrove, and the city of Savannah.	2) Students will work on performance task		<u>Project</u>	
	the city of Savannan.		☐ Yes	☐ Yes	
	Essential Question:	Closing: 5-10- Ticket out the door (story of Georgia)	Collaborative Pair	Class Prese	ntation
	What persons were instrumental in		□ \/		
	the settlement of the Georgia	HW: (1) Political Cartoon # 2 due Friday (2) performance task due Monday (3) Think	Centers/Stations	✓ Yes	
	colony?	Linear Company of the Nickland I Ulakana David and the company of	✓ Yes	<u>Test</u>	
		and turned in on Friday.	res	☐ Yes	
	Enduring Understanding:		Technology Use:	Quiz	
>	The production, distribution, and consumption of goods/services		Teacher:	☐ Yes	
	produced by a society are affected	Literacy Component: Performance task (storybook)	Student:	Homework —	
	by the location, customs, beliefs,			☐ Yes	
	and laws of the society.	Vocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe,		Ticket Out	The Door
	The actions of individuals, groups,	Tomochichi, Mary Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.),		✓ Yes	
	and/or institutions affect society	buffer colony, worthy poor, Battle of Bloody Marsh, Mulberry bush, mercantilism,		CPS Respon	nco.
	through intended and unintended	indentured servant slave			130
	consequences.			☐ Yes	
		DOK: 4 Synthesizing information to create a new, relevant document			
	Enduring Understanding:				
	Location affects a society's				
	economy, culture, and				
	development.				