

Name: C. Mason

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

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<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 actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Opening: (5-10 minutes) Excluded groups and rationale</p> <p>Work Period: 35-40 minutes PRIOR TO BEGINNING CONTENT LESSON, STUDENTS WILL GO OVER BASICS OF NATIONAL HISTORY DAY PROJECT</p> <p>1) Gallery Walk of political cartoons. Students will do an analysis of a cartoon other than their own. 2) Vocabulary activity 3) Students will work in groups to analyze the Charter of 1732 and respond to critical thinking questions.</p> <p>Closing: 5-10 minutes Write two facts that you discovered when you analyzed the Charter of 1732.</p> <p>Homework: (1) Political Cartoon # 2 due Friday (2) Think about your topic for National History Day project - proposed topic must be written down and turned in on Friday</p> <p>Literacy Component: Reading and analyzing primary source document</p> <p>Formative Assessment: Closing; political cartoon analysis</p> <p>Vocabulary: 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</p> <p>DOK: (Level 3) Analyzing primary source document</p> <p>Differentiated Instruction: Cooperative groups, primary source analysis, political cartoon analysis</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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<p>Tuesday</p>	<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?</p> <p>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 - Charter of 1732</p> <p>Work Period: 35-40 minutes</p> <ol style="list-style-type: none"> 1) What's In a Name? 2) 13 Colonies Stations 3) Students will watch 13 colonies video 4) Graphic organizer - Life in the colonies then and now <p>Closing: 5-10– Ticket out the door (Name the 3 groups the original 13 colonies were divided into)</p> <p>HW: (1) Political Cartoon # 2 due Friday (2) Complete graphic organizer (3) Think about your topic for National History Day project - proposed topic must be written down and turned in on Friday.</p> <p>Formative Assessment: Closing; Stations</p> <p>Literacy Component: Reading for information; charting information</p> <p>Vocabulary: financial backing, 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</p> <p>DOK: 1,2 Gathering facts; Level 3 Making comparisons</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: Video Student: Video</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>Opening: 5-10 minutes - Colonists' voyage</p> <p>Work Period: 35-40 minutes</p> <p>1) Collect assignment about colonists voyage 2) Students will begin working on Story of Georgia mandated Performance Task by completing cloze 3) Begin working on performance task</p> <p>Closing: 5-10– Ticket out the door (story of Georgia)</p> <p>HW: (1) Political Cartoon # 2 due Friday (2) Choice board assignment due Monday (3) Think about your topic for National History Day project - proposed topic must be written down and turned in on Friday.</p> <p>Formative Assessment: Ticket out the door question</p> <p>Literacy Component: Performance task (storybook)</p> <p>Vocabulary: financial backing, 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</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: 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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