

Name: C. Mason

Lesson Plans for the week of Sept. 22nd-Sept. 26th, 2014

Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
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<p>Monday</p> <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>SS8H2b. Evaluate the Trustee period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.</p> <p>SS8H2c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</p> <p>Essential Question: Which cultural groups impacted the Georgia colony and what were their contributions?</p> <p>How did Georgia become a royal colony and what effect did this event have on the colonists?</p> <p>Enduring Understanding: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>The movement and migration of people and ideas affects all societies involved.</p> <p>The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>	<p>Opening: (5-10 minutes) Mary Musgrove and Tomochichi</p> <p>Work Period: 35-40 minutes 1) Quiz 2) Students will have 25 minutes to work on stations 3) Students will take notes on SS8H2b using a graphic organizer</p> <p>Closing: 5-10 minutes Write one thing you learned about the Salzburgers and one thing you learned about the Highland Scots.</p> <p>Homework: Draw a political cartoon about any of the groups in this standard who came to colonial Georgia; write an explanation (due Friday)</p> <p>Literacy Component: Reading and analyzing primary source document; notes include primary source references to the period; graphic organizer</p> <p>Formative Assessment: Closing</p> <p>Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants, Catholics, War of Jenkins' Ear, Fort King George</p> <p>Slavery, royal governor, John Reynolds, Henry Ellis, James Wright</p> <p>DOK: (Level 3) Analyzing primary source document (Levels 1,2) Notes and graphic organizer</p> <p>Differentiated Instruction: Stations looking at various aspects of the establishment of the Georgia colony</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:</p> <p>Student: Listening to and analyzing lyrics</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 checked="" 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>
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Tuesday	<p>Standard: SS8H2b. Evaluate the Trustee period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.</p> <p>SS8H2c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</p> <p>Essential Question: Which cultural groups impacted the Georgia colony and what were their contributions?</p> <p>How did Georgia become a royal colony and what effect did this event have on the colonists?</p> <p>Enduring Understanding: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>The movement and migration of people and ideas affects all societies involved.</p> <p>The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>	<p>Substitute: school business</p> <p>Opening: 5-10 minutes - Salzburgers and Highland Scots</p> <p>Work Period: 35-40 minutes 1) Quiz 2) Continuation of notes of SS8H2b and c</p> <p>Closing: 5-10– Ticket out the door (5 facts they learned today)</p> <p>HW: (1)BRING HEADPHONES (2)Draw your own political cartoon about a group from this standard and write your explanation</p> <p>Formative Assessment: Closing; quiz</p> <p>Literacy Component: Organizing notes in a graphic organizer</p> <p>Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants, Catholics, War of Jenkins' Ear, Fort King George</p> <p>Slavery, royal governor, John Reynolds, Henry Ellis, James Wright</p> <p>DOK: (Levels 1,2) Notes and graphic organizer</p> <p>Differentiated Instruction: Notes in a graphic organizer</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: SS8H2b. Evaluate the Trustee period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.</p> <p>SS8H2c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</p> <p>Essential Question: Which cultural groups impacted the Georgia colony and what were their contributions?</p> <p>How did Georgia become a royal colony and what effect did this event have on the colonists?</p> <p>Enduring Understanding: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>The movement and migration of people and ideas affects all societies involved.</p> <p>The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society</p> <p>Enduring Understanding: Location affects a society's economy, culture, and development.</p>	<p>Opening: 5-10 minutes - 13 Colonies</p> <p>Work Period: 35-40 minutes</p> <ol style="list-style-type: none"> 1) Collect Then and Now 2) Go over quiz 3) Quiz results will determine groups: small group review; colonial logic puzzle 4) Notes SS8H2c <p>Closing: 5-10– Ticket out the door (easiest and hardest)</p> <p>HW: (1) Individualized Political Cartoon # 1 due Friday (2) Finish puzzle or study guide completion</p> <p>Formative Assessment: Closing; quiz</p> <p>Literacy Component: Using logic to respond to questions; create your own political cartoon about a historical era</p> <p>Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants, Catholics, War of Jenkins' Ear, Fort King George</p> <p>Slavery, royal governor, John Reynolds, Henry Ellis, James Wright</p> <p>DOK: (Levels 1,2) Notes and graphic organizer</p> <p>Differentiated Instruction: Use quiz date to determine post-quiz activity</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: The Trustee Colony</p> <p>Work Period: 35-40 minutes 1) Share and collect political cartoons 2) T-chart comparing trustee colony to royal colony 3) Writing: critical thinking questions - student choice</p> <p>Closing: 5-10– Ticket out the door</p> <p>HW:</p> <p>Formative Assessment: Critical Thinking Questions</p> <p>Literacy Component: Writing on topic/question of choice</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: Level 4 Critical thinking questions; Level 3 t-Chart comparison</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:</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 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>