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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	Standard:	Opening: (5-10 minutes) Mary Musgrove and Tomochichi	Whole Gro	u <u>p</u>	Student Cor	nferencing
	SS8H2a. Explain the importance of		✓ Yes		☐ Yes	
	James Oglethorpe, the Charter of	Work Period: 35-40 minutes	Cooperativ	o Group	Performano	o Tock
	1732, reasons for settlement	1) Ouiz		e Group		<u>e rask</u>
	(charity, economics, defense),	2) Students will have 25 minutes to work on stations	Yes		✓ Yes	
	i omocnicni, iviary iviusgrove, and	3) Students will take notes on SS8H2b using a graphic organizer	Flexible Gr	<u>oup</u>	<u>Project</u>	
	the city of Savannah.	S) students will take notes on 330112b using a graphic organizer	☐ Yes		☐ Yes	
			Collaborati	ivo Pair	Class Preser	atation
	SS8H2b. Evaluate the Trustee			<u>ve Paii</u>		<u>itation</u>
	period of Georgia's colonial	Closing: 5-10 minutes Write one thing you learned about the Salzburgers and one thing	☐ Yes		☐ Yes	
	history, emphasizing the role of	you learned about the Highland Scots.	Centers/St	ations	<u>Test</u>	
	the Salzburgers, Highland Scots,		Yes		☐ Yes	
	malcontents, and the Spanish	Homework: Draw a political cartoon about any of the groups in this standard who came to			Quiz	
	threat from Florida.	colonial Georgia; write an explanation (due Friday)	Technology			
			Teacher:	•	✓ Yes	
	SS8H2c. Explain the	<u>Literacy Component</u> : Reading and analyzing primary source document; notes include			<u>Homework</u>	
	development of Georgia as a	primary source references to the period; graphic organizer		stening to and analyzing	☐ Yes	
	royal colony with regard to land		lyrics		Ticket Out 1	The Door
		Formative Assessment: Closing				<u> </u>
	government, and the impact of				✓ Yes	
	the royal governors.	Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants,			CPS Respon	<u>se</u>
day	the royal governors.	Catholics, War of Jenkins' Ear, Fort King George			☐ Yes	
ğ		Sections, trainer or semand 24.1, Foretain, Section 80				
٥	Essential Question:	Slavery, royal governor, John Reynolds, Henry Ellis, James Wright				
_	Georgia colony and what were their					
	contributions?	DOK: (Level 3) Analyzing primary source document (Levels 1,2) Notes and graphic				
	contributions:					
	How did Georgia become a royal	organizer				
	colony and what effect did this	Differentiated by American Charles and a line at a sign of the same blick and a fall of the same blick				
	event have on the colonists?	<u>Differentiated Instruction:</u> Stations looking at various aspects of the establishment of the				
		Georgia colony				
	Enduring Understanding:					
	The actions of individuals, groups,					
	and/or institutions affect society					
	through intended and unintended					
	consequences.					
	The movement and migration of					
	people and ideas affects all					
	societies involved.					
	The production, distribution, and					
	consumption of goods/services					
	produced by the society are					
	affected by the location, customs,					
	beliefs, and laws of the society.					

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	Standard:	Substitute: school business	Whole Gro	u <u>p</u>	Student Cor	nferencing
	SS8H2b. Evaluate the Trustee		✓ Yes		☐ Yes	
	period of Georgia's colonial history,	Opening: 5-10 minutes - Salzburgers and Highland Scots				
	emphasizing the role of the	Opening. 5 to minutes Suizburgers und riighidha scots	Cooperativ	<u>e Group</u>	Performanc	<u>e Task</u>
	Salzburgers, Highland Scots,	Maril Davia II. 25 40 minutes	Yes		✓ Yes	
	malcontents, and the Spanish	Work Period: 35-40 minutes	Flexible Gro	oup	Project	
	liileal ii 0iii Fi0i iua.	1) Quiz	☐ Yes		□ Yes	
		2) Continuation of notes of SS8H2b and c	168		162	
	SS8H2c. Explain the development of		<u>Collaborati</u>	<u>ve Pair</u>	Class Preser	<u>ntation</u>
	Georgia as a royal colony with		Yes		☐ Yes	
	regard to land ownership, slavery,	Closing: 5-10- Ticket out the door (5 facts they learned today)	Centers/Sta	ations	Test	
	government, and the impact of the			acions		
	royal governors.	HW: (1)BRING HEADPHONES (2)Draw your own political cartoon about a group from this	✓ Yes		☐ Yes	
		standard and write your explanation			Quiz	
	Essential Question:	· ·	Technology		☐ Yes	
	Which cultural groups impacted the	Formative Assessment: Closing; quiz	<u>Teacher:</u> Vi	ideo		
	Georgia colony and what were their	Formative Assessment: Closing; quiz	<u>Student:</u> Vi	doo	Homework	
	contributions?		Student. Vi	ueo	✓ Yes	
		Literacy Component: Oganizing notes in a graphic organizer			Ticket Out T	The Door
_	How did Georgia become a royal				∨ Yes	
da	colony and what effect did this	Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants,				
es		Catholics, War of Jenkins' Ear, Fort King George			CPS Respon	<u>se</u>
_					☐ Yes	
	Enduring Understanding:	Slavery, royal governor, John Reynolds, Henry Ellis, James Wright				
	The actions of individuals, groups,					
	, , , ,	DOK: (Levels 1,2) Notes and graphic organizer				
	through intended and unintended	Levels 1,2) Notes and graphic organizer				
		Differentiated Instruction: Notes in a graphic organizer				
	·	<u>Differentiated instruction:</u> Notes in a graphic organizer				
	The movement and migration of					
	people and ideas affects all					
	societies involved.					
	The production, distribution, and					
	consumption of goods/services					
	produced by the society are					
	affected by the location, customs,					
	beliefs, and laws of the society.					

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	Standard:	Opening: 5-10 minutes: The Trustee Colony	Whole Group	Student Conferencing
	SS8H2b. Evaluate the Trustee		☐ Yes	☐ Yes
	period of Georgia's colonial history,	LAB TODAY	Cooperative Group	
	emphasizing the role of the		✓ Yes	Performance Task
	Salzburgers, Highland Scots,	Work Period: 35-40 minutes	res	✓ Yes
	malcontents, and the Spanish	1) Georgia Stories videos (students with missing assignments will complete those, if	Flexible Group	<u>Project</u>
	un eat nom rionua.	necessary)	☐ Yes	□ Yes
	SS8H2c. Explain the development of	l	Collaborative Pair	
	Georgia as a royal colony with	Daily Life in Georgia	☐ Yes	Class Presentation
	regard to land ownership, slavery,	Ebenezer: the Stone of Help		☐ Yes
	government, and the impact of the	The Scottish Highlanders	Centers/Stations	Test
		2) Students will summarize each video to turn in as their ticket out the door	☐ Yes	☐ Yes
		3) Then and Now comparisons between colonial life and present day life		
	Ferential Overtions		recimology osci	<u>Quiz</u>
	Which cultural groups impacted the	Closing: 5-10– Ticket out the door (Video summaries)	Teacher:	☐ Yes
	Georgia colony and what were their	closing: 5-10- ficket out the door (video summaries)	Student:	<u>Homework</u>
da	Which cultural groups impacted the Georgia colony and what were their contributions?	1114/- (1) Political Contacts #2 due Frider (2) Consulate There and Nove estimate the		✓ Yes
es		HW: (1) Political Cartoon # 3 due Friday (2) Complete Then and Now assignment		
뒃	How did Georgia become a royal	Francisco Accessorado Tiblos contabo de consensión		Ticket Out The Door
Š	colony and made check and and	Formative Assessment: Ticket out the door question		✓ Yes
	event have on the colonists?			CPS Response
		<u>Literacy Component</u> : Summarizing; create your own cartoon;		☐ Yes
	Enduring Understanding:			
		Vocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe,		
	and/or institutions affect society through intended and unintended	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,		
	consequences.	indentured servant slave		
	The movement and migration of			
	people and ideas affects all			
	societies irrorrea.	DOK: 4 Synthesizing information to create a relevant political cartoon; (Level 3) making		
		comparisons		
	The production, distribution, and			
	consumption of goods/services			
	produced by the society are			
	affected by the location, customs,			
	beliefs, and laws of the society			

	Standard:	Opening: 5-10 minutes - 13 Colonies	Whole Gro	u <u>p</u>	Student Co	onferencing
	SS8H2b. Evaluate the Trustee		✓ Yes		☐ Yes	
	period of Georgia's colonial history,	Work Period: 35-40 minutes	Cooperativ	e Group		ana Tank
	emphasizing the role of the	1) Collect Then and Now			Performar	ice rask
	Salzburgers, Highland Scots,	2) Go over quiz	☐ Yes		✓ Yes	
	malcontents, and the Spanish	3) Quiz results will determine groups: small group review; colonial logic puzzle	Flexible Gro	<u>oup</u>	Project	
	threat from Florida.	4) Notes SS8H2c	Yes		☐ Yes	
	SS8H2c. Explain the development of		Collaborati	ve Pair		
	Georgia as a royal colony with	Closing: 5-10- Ticket out the door (easiest and hardest)	∨ Yes		Class Pres	<u>entation</u>
	regard to land ownership, slavery,	STORING. D. 10 THORSE GUELLING GOOD (COUNCIDE AND HOLDER)		-4!	☐ Yes	
		HW: (1) Individualized Political Cartoon # 1 due Friday (2) Finish puzzle or study guide	Centers/Sta	ations .	<u>Test</u>	
	royal governors.	completion	☐ Yes		☐ Yes	
					Quiz	
	Essential Question:	Formative Assessment: Closing; quiz	Technology	/ Use:		
	Which cultural groups impacted the		<u>Teacher</u> :		☐ Yes	
	Georgia colony and what were their	Literacy Component: Using logic to respond to questions; create your own political	Student:		Homewor	<u>k</u>
	contributions?	cartoon about a historical era			✓ Yes	
	Have did Canada base as a secol				Ticket Out	The Door
	How did Georgia become a royal colony and what effect did this	Vocabulary: Battle of Bloody Marsh, Salzburgers, Highland Scots, malcontents, Protestants,			✓ Yes	
sda	event have on the colonists?	Catholics, War of Jenkins' Ear, Fort King George				
Thursday	event have on the colonists:	Control Cont			CPS Respo	<u>onse</u>
≐	Enduring Understanding:	Slavery, royal governor, John Reynolds, Henry Ellis, James Wright			☐ Yes	
	The actions of individuals, groups,					
	and/or institutions affect society	DOK: (Levels 1,2) Notes and graphic organizer				
	through intended and unintended					
	consequences.	Differentiated Instruction: Use quiz date to determine post-quiz activity				
	The movement and migration of					
	people and ideas affects all societies involved.					
	Societies involved.					
	The production, distribution, and					
	consumption of goods/services					
	produced by the society are					
	affected by the location, customs,					
	beliefs, and laws of the society					
	Enduring Understanding:					
	Location affects a society's					
	economy, culture, and					
	development.					

	SS8H2a. Explain the importance of	Opening: 5-10 minutes: The Trustee Colony	Whole Group ✓ Yes	Student Conferencing Yes
	1732, reasons for settlement (charity, economics, defense), Tomochichi, Mary Musgrove, and	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	Cooperative Group ✓ Yes Flexible Group ✓ Yes	Performance Task ✓ Yes Project
Friday	What persons were instrumental in	Closing: 5-10− Ticket out the door Collaborative Pair Yes Cormative Assessment: Critical Thinking Questions iteracy Component: Writing on topic/question of choice Cocabulary: financial backing, charter, colonist, Charter of 1732, James Oglethorpe, Comochichi, Mary Musgrove, city of Savannah, charity, defense, economics (W.R.I.S.T.), buffer colony, worthy poor, Battle of Bloody Marsh, Mulberry bush, mercantilism, andentured servant slave	☐ Yes Class Presentation ✓ Yes Test	
	Enduring Understanding:		Technology Use:	☐ Yes Quiz ☐ Yes
	produced by a society are affected by the location, customs, beliefs, and laws of the society.		<u>Student:</u>	Homework Yes Ticket Out The Door Yes
	and/or institutions affect society through intended	DOK: Level 4 Critical thinking questions; Level 3 t-Chart comparison		CPS Response Yes
	Enduring Understanding: Location affects a society's economy, culture, and development.			