CMS Lesson Plan

Teacher: McQueen Lesson Date: Week of 12/7

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H4: Describe the impact of events that led ot the ratification of the United States Constitution and the Bill of Rights.**   1. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles. 2. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  EU/EQ- Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.   * What led to the evolution of Georgia’s government from a royal colony to a constitutional democracy? (H4a, b) * How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? ( H4a, b) * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a)   What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? H3b, H4b  EU/EQ- Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.   * What persons/groups/events were significant to the development of the new government and how? (H3b, H4b) * What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia’s role? (H4b) * What is the basic structure of Georgia’s Constitution and how does it protect the separation of powers? (CG1a, b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-Complete Writing Topic: Write 1-2 paragraphs about why there was a need to revise the Articles of Confederation. Write 2 strengths and 4 weaknesses and when/where did they meet to revise.*  *Tues-Fri: 20 Minute Clear on Content-Related Topic (Abraham Baldwin and William Few (Tu/Wed)*  *Thurs/Fri-Student selected reading* | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Monday-Students will review the GA constitution of 1777 and Articles of Confederation; we will also review H4 related Vocabulary.**  **Students will then watch a brief video on Abraham Baldwin and William Few. Students will create a Venn Diagram which lists 4 facts each about them. They will also include 1 picture. Also, students will review a partner’s Venn Diagram and compare and contrast them.**  Tuesday/Wednesday-Students will complete content-related Do Now.  Thursday/Friday-Students will complete content-related Do Now. | **Review Questions** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Monday: Students will review H3 test from last week (11/1)**  **Tuesday/Wednesday: Students will review a brief DI powerpoint on Abraham Baldwin and William Few and review why are they significant to Georgia.**  Students will answer the following question: What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia’s role? (H4b)  Thursday/Friday: Students will work on  **SS8E2: Explain the benefits of free trade.**   1. **Describe how Georgians have engaged in trade in different historical time periods** stations. | **Review Questions** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Monday-Students will complete activity based on H4 (stations) (Monday-Wednesday, if time permits for Tuesday and Wednesday)**   * **Station 1: Write Standard and it’s meaning H4a; Answer these 3 essential questions:** * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a) * Create a Venn Diagram that compares and contrasts the Articles of Confederation and GA constitution of 1777. * Draw a picture that represents the weaknesses in each.   Station 2: Complete Review of H3: Write down H3 Standard  Create a timeline that lists the causes of the American Revolution (list 2 facts and a picture for each cause)  Explain in one paragraph how economics played a cause in the American Revolution.   * Answer the following questions: How was Georgia’s economy impacted before, during and after the Revolutionary War? (E1, E2a)   What products was Georgia producing around the time of the American revolution, with whom did we trade and how did that impact or position during the war? (E1 and E2)  Station 3:  Write out the Standard of H4b. Create a T-Chart that lists 5 facts about Abraham Baldwin and William Few. Write a story about how each contributed from Georgia. Answer the essential Question: What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? H3b, H4b  Tuesday/Wednesday-Students will complete a review of Abraham Baldwin and William Few: <http://openstudy.com/updates/54176152e4b0e37da368cb55>  Finish Stations, if needed  Students will take brief quiz on H4 a and b.  Thursday/Friday-Students will engage in a lesson which review the economic information about American revolution. Students will also answer the following questions:   * How was Georgia’s economy impacted before, during and after the Revolutionary War? (E1, E2a) * What products was Georgia producing around the time of the American revolution, with whom did we trade and how did that impact or position during the war? (E1 and E2) | **Review Questions**  **Oral Assessment** |
| 10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Monday (May be Tuesday and Wednesday if time permits)Students will complete stations (see above)  Tuesday-Wednesday- Complete stations, if needed; Review Answers to stations. Discuss information about the Constitution of 1777 and Articles of confederation. | **Review Questions**  **Oral Assessment** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Monday-Friday: Complete TOD which includes review on Standard H4a and E2** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *Mon-Fri: We will discuss TOD answers as a class and discuss DLIQ.*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.** | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| Textbook Correlation:   * pp. 143-146, 149-150, 151-152, 155-156 * pp. 149, 149, 153, 154, 155, 157, 158, 159, 161, 162   GCEE Georgia Economic History  [Lesson 3: “For Imposing Taxes without our Consent” The Revolunary War in Georgia](file:///P:/_Individual%20Employee%20Folders/V_Printup/GCEE/8th%20Grade%20Economic%20History/Unit%203%20-%20Revolution/Lesson%203.pdf)  [Taxation Without Representation? EconEdLink Lesson](http://www.econedlink.org/lessons/index.php?lid=356&type=educator) **NEW!** (8H3c)  Georgia Stories:   * [Savannah Under Attack](http://www.gpb.org/georgiastories/story/savannah_under_attack) * [Nancy Hart Story](http://www.gpb.org/georgiastories/story/nancy_hart_story) * [The Liberty Boys](http://www.gpb.org/georgiastories/story/liberty_boys) * [Mordecia Shefthall: Colonial Hero](http://www.gpb.org/georgiastories/story/mordecai_shefthall_colonial_hero) * [The Big Question](http://www.gpb.org/georgiastories/story/big_question)   New Georgia Encyclopedia   * [Battle of Kettle Creek](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/Events-4&id=h-1088) * [Elijah Clark](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/ColonialEraTrusteePeriod/People-4&id=h-668) * [Austin Dabney](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-3298) * [Button Gwinnett](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-2543) * [George Walton](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-665) * [Lyman Hall](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-664) * [Nancy Hart](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2876&sug=y,) * [French and Indian War: Royal Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-818) * For more information about the effects of the Proclamation of 1763, The Stamp Act, and The Intolerable Acts see: * [Revolutionary Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2709&hl=y) * [Noble W. Jones](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-679) * [Peter Tondee](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-819&hl=y)   For more information about Georgia Loyalist and Patriots see:   * [Revolutionary War in Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2709&hl=y) * [Thomas Brown](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1090&hl=y) * [John J. Zubly](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-662&hl=y)   Additional Resources   * [The American Revolution: From Colonies to Constitution: The American Colonies (15:00)](http://streaming.discoveryeducation.com/index.cfm) * [Website with elementary activities but a few are middle school appropriate.](http://www.mce.k12tn.net/revolutionary_war/American_revolution.htm) * [National archieves lesson plans using documents](http://www.archives.gov/education/lessons/revolution-new-nation.html). * [Lesson plan ideas and tips for the spy project.](http://www.educationworld.com/a_lesson/lesson175.shtml) * [Georgia archives site for maps of Georgia in different time periods.](http://sos.georgia.gov/archives/) |
| **Required Portfolio Assessment- Time for Change Performance Task- (Required)**  Textbook Correlation  p. 156- 157; 174-175  GCEE Georgia Economic History  “Restricting the Commercial Intercourse is Certainly Adverse to the Spirit of the Union” *The Economic Weaknesses of the Articles of Confederation*  We the People Textbooks for Middle School  Georgia Stories:   * Abraham Baldwin   <http://www.gpb.org/georgiastories/stories/abraham_baldwin>   * Georgia and the United States Constitution (3:44)   <http://www.gpb.org/georgiastories/stories/georgia_and_the_united_states_constitution>  New Georgia Encyclopedia   * [Georgia Constitution](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-588&hl=y) * [Abraham Baldwin](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-2710) * [William Few](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-1092) * [Constitutional Conventions](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/Events-4&id=h-3249)   *The Library of Congress:* “The Articles of Confederation” <http://www.loc.gov/rr/program/bib/ourdocs/articles.html> |
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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |