CMS Lesson Plan

Teacher: McQueen Lesson Date: 10/26/2015

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?)*  **SS8H2 The student will analyze the colonial period of Georgia’s history.**   1. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. 2. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. | *Monday Schedule*  **Opening-Introduction Question**  **Lesson part 1-Regions of Georgia and Exploration Review**  **Activity 1-Answer all of the Essential Questions that are going to be on the Benchmark**  **Closing-Summarize**  **EQ**  \* What were the economic reasons for the establishment of the Georgia colony?  \* How did Georgia become a Royal colony and what effect did this event have on the colonists?(H2c)  \* What goods/services did the early colony of Georgia attempt to produce? (H2c, E1)  \* What crops were to be produced in colonial Georgia, according to the British government?  Why were many of those crops not successful?  (E1)  \* How did Georgia contribute to British mercantilism? (E2) |
| **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. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Students will give 3 characteristics of royal governor – John Reynolds, Henry Ellis, and James Wright* | **Summarize (quick write)** |
| 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?)*  Students will define, write a sentence, and draw a picture for the terms: royal colony, proprietary colony, and French and Indian War | **Students will complete definitions and a think pair share** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  *Students will create a graphic organizer and state the contributions of each governor. Students will create a foldable about the French and Indian War and state the causes/effects.* | **Graphic Organizer/Foldable** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Complete organizer and foldable/review* | **Summary** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will write a summary on what they learned in their Interactive Notebooks | **Summary** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will complete the essential questions.** | **Summary** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete essential questions** | **Complete essential questions** |
|  | **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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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Textbooks, COACH books, construction paper, Interactive Notebook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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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 |

CMS Lesson Plan

Teacher: McQueen

Lesson Date: 10/28/2015

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?)*  Benchmark Assessment Standards:  **SS8H3: Analyze the role of Georgia in the American Revolution.**   1. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.   Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * What were the economic reasons for the establishment of the Georgia colony? * How did Georgia become a Royal colony and what effect did this event have on the colonists?(H2c) * What goods/services did the early colony of Georgia attempt to produce? (H2c, E1) * What crops were to be produced in colonial Georgia, according to the British government? Why were many of those crops not successful? (E1) * How did Georgia contribute to British mercantilism? (E2)   **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * 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: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,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. |
| min | **Get started/Drill/Do Now:**  *Review on the Causes of the American Revolution*  4-5 questions | **Summarize (quick write)** |
| 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?)*  **Students will complete review on Causes of Revolution; Students will look at Benchmark Review Sheets and review data.** | **Summary of Unit 1** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **We will review first 10 benchmark questions as a class**  **Students will complete the remainder of the analysis in small groups or individually** | **Summary of Unit 1** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  ***Complete benchmark analysis*** | **Summary of Unit 1** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will review the items that were answered incorrectly and identify strengths and weaknesses. | **Summary of Unit 1** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will identify strengths and weakness to complete** | **Summary of Unit 1** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Students are reviewing their individual data and examining their strengths and weaknesses**  **Students are given assignments based on those analysis** | **Complete review questions** |
|  | **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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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| 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 |