CMS Lesson Plan

Teacher: McQueen Lesson Date: 8/24/2015

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?)***SS8G2: Explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia’s deep-water ports help drive the state’s economy.****SS8G1 Describe Georgia with regard to physical features and location.** * 1. Locate Georgia in relation to region, nation, continent, and hemispheres.
	2. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
	3. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
	4. Evaluate the impact of climate on Georgia's development.
 |  *Monday Schedule***Opening-Introduction Question****Lesson part 1-Regions, climate and Highway system DO now review.****Activity 1-complete stations based on the climate, regions and highway system review.****Closing-Essential Questions (students complete all)****EQ**1. How have waterways influenced Georgia’s exploration, settlement, and economic development?
2. How do the Interstate Highway System, Hartsfield-Jackson International Airport, the railroad system and Georgia’s deep-water ports drive the state’s economy?
3. How do the four transportation systems relate in their transportation of good through the state, nationally and internationally?
4. How do Georgia’s three major transportation systems interact to provide domestic and international goods and services to Georgia’s consumers?
5. Where is Georgia in terms of hemisphere, continent, nation, region and global position? (G1a)
6. Which North American physiographic regions are found in Georgia and what are some distinguishing characteristics of each? (G1b)
7. What is the relative location of these physiographic regions within the boundaries of the State? (G1b)
8. What are the significant physical features of Georgia that have impacted its development and in what manner have the affected Georgia? (G1c)
9. How has climate played a role in Georgia’s development? (G1d)
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| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:****EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.** **EU/EQ- The student will understand that location affects a society’s economy, culture, and development.**  |

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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 summarize where each region is and 3 characteristic about each region.* | **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?)*Teacher will have students look at the climate chart on page 165 in the COACH book. Students will define vertical climate, climate, weather and drought and draw a picture of each. Students will read about the climate of Georgia and write down four facts. Students are shown multiple pictures of climate throughout the year in Georgia. Afterwards, students will complete a gallery walk of which season they’d like to live in and why?  | **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 engage in small groups that outline the following:**Climate and Precipitation (January and July)-Compare and contrast the climate map (January and July) and chart from COACH book and textbook. Students will create their own climate map that explains the precipitation pattern in GA.**Regions- Students will redraw an outline of GA, identify each region and name 5 characteristics of each; students will also identify which is the most populated, largest, smallest, warmest, coolest, and most elevated.**Key Physical Features-Students will draw a picture of each and list 2-3 facts. They will then state if they would live near this physical feature and why.**Transportation-Students will view a video from the computer about the transportation system (Hartsfield Jackson vs. Ports and train). Students will compare and contrast these systems and list 2 facts about how they each add to Georgia’s economy.*  | **Complete stations** |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)*Complete and review stations.* | **Complete stations and review** |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)* Students will write a summary on what they learned from each station. They will then create a study guide based on their learning and notes. | **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. Students that are completed have the option of creating a study guide presentation or booklet to assist with learning. | **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?)*Instructional Guide, Maps, Comprehension Questions, PowerPointIPads from media center, Textbooks and Coach books, art accessories |
| **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: 8/26 – 8/28/2015

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?)* **SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia***.*1. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

**SS8E1: Give examples of the kinds of goods and services produced in Georgia in different historical periods.****SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**1. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
2. 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.

***(Teach E1 and E2a with each historical standard.)****SS8E1: Give examples of the kinds of goods and services produced in Georgia in different historical periods.**SS8E2: Explain the benefits of free trade.*1. *Describe how Georgians have engaged in trade in different historical time periods.*
 |  *Monday Schedule***Opening-Introduction Question****Lesson part 1-Review test with students. Students will correct any ones missed and review with teacher and peers.****Lesson part 2-Students will complete Guided outline on the early inhabitants of Georgia.** **Closing-Essential Questions (students complete all)****EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.** * What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)
* How did life and culture change for the Mississippian Indians after the arrival of European explorers? (H1b)

**EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.*** With what European countries and/or individuals did the Mississippian culture come in contact? (H1b)
* How did this contact affect the Mississippian Culture? (H1b)

**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.**1. Which European countries competed for settlement in the Southeastern US? (H1c)
2. What prompted these countries to explore, claim and settle these new lands? (H1c)
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| **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- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.****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.****EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.**  |

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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 complete warm up that reviews short answers from the assessment.**Students will also list 5 words they think of when they see the following groups**Paleo**Archaic**Woodland**Mississippian**Students will share their words with their peers.* | **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 view pictures of the Native American Tribes and discuss how life for them was different before the Europeans arrived. | **Students will complete form collaborative groups prior to the motivation/engage to discuss the Native American groups.** |
|  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)**Review the assessment**Students will complete the guided outline with a partner and discuss the information as they are being completed. They are using all the resources throughout the classroom.* | **Complete stations** |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)*Using the information, students will organize themselves into groups and complete a group graphic organizer based on their findings.**Students will also be assigned an additional activity based on assessment scores. Students will be retaught the standards they didn’t master.* | **Complete stations and review** |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)* Students will write a summary on what they learned from each station. They will then create a study guide based on their learning and notes. | **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. Students that are completed have the option of reviewing information or create a mini test for themselves to assist with studying. | **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?)*Instructional Guide, Maps, Comprehension Questions, PowerPointIPads from media center, Textbooks and Coach books, art accessories |
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