CMS Lesson Plan

Teacher: McQueen

Lesson Date: 9/14/2015

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.

**SS8H2a: The student will analyze the role the colonial period of Georgia's history.**a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economic, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.***(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*****Opening-Introduction Question****Lesson part 1-Classroom discussion and mini tasks.****Lesson part 2-Students will complete cooperative learning group activity.** **Closing-Essential Questions (students complete all)****EU/EQ- INDIVIDUALS, GROUPS, AND INSTITUTIONS- The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.** * Which cultural groups affected the Georgia colony and what were their contributions? (H2b)
* Other than founder, James Oglethorpe, what other individuals influenced the Georgia colonial society and what contributions did they make? (H2b)

**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: The student will understand that when there is conflict between or within societies, change is the result.** * Why was Georgia named a defensive colony in the establishment of it charter? (H2b)

**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*** How were regulations different in the period of the Royal governors than they had been under the trustees?

**EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.** * Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England? (G1d)
* Were they able to fulfill these expectations and why or why not? (G1d)
* Why was Yamacraw Bluff selected as the location of Georgia’s first settlement?
* How was the bluff altered to create the city of Savannah?

**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.** What was the structure of Georgia’s first self-government, create by John Reynolds?* Vocabulary:
* James Oglethorpe
* Mary Musgrove
* Tomochichi
* Charter
* Charity
* debtors
* Defense
* economics
* trustee
* colony
* mulberry tree
* regulations
* Salzburgers
* Highland Scots
* Malcontents
* Buffer
* Battle of Bloody Marsh
* Indigo
* Mulberry trees
* Silk
* Parish
* trustee colony
* royal colony
* incentives
* King George II
* John Reynolds
* Henry Ellis
* James Wright
* War of Jenkins’ Ear
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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 will work on assignment that focuses on:*1. *Reasons for exploration of the US from France, Britain and Spain.*
2. *Impact of Mary Musgrove, James Oglethorpe, city of Savannah, and Tomochichi*
3. *Discuss the changes that took place from the Paleo to the Mississippian.*
 | **Summarize (quick write)****Students will also answer essential questions based on the DO now. For example, they will explain A, B and C.** |
| 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 be introduced to what a “Trustee” is...what characteristics about James Oglethorpe make him a trustee? | **Students will complete form collaborative groups to make a list of 5 ways James Oglethorpe is a trustee** |
|  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)**Complete class discussion on H2 B and C.* | **Complete cornell notes while engaging in whole-class discussion; students will participate in quick draws; think pair shares and quick writes during this process.** |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)*Students will work as a team to identify the following:*Trustee Period of Georgia's colonial historyemphasizing the role of the SalzburgersHighland ScotsMalcontentsSpanish threat from Florida.*Students will identify, draw a picture using and write a story using the 5 contents.* | **Complete stations and review** |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)* Present an overview of H2 a, b and c. Explain that students will complete lessons based on this; students will summarize each in notes and presentation. | **Summary** |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* **Students are shown the essential questions and what they are to learn for the week.** | **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 |
| **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: 9/16; 9/18

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.

  |  ***Wednesday and Friday*****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**\* 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 five facts about Tomochichi, Mary Musgrove, and the Charter of 1732.* | **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: proprietary colony, royal colony, and crackers. | **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 participate in learning centers which will focus on The Salzburgers, Highland Scots, Malcontents, The Spanish Threat from Florida, and the Trustee Period. Students will rotate between stations every 15 minutes. While at each station, they will answer the questions who, what, when, why, where, and how? They will draw one pic and then summarize.*  | **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?)* **Wed. Students will complete the essential questions.** **Fri. Students will complete an assessment** | **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?)*Instructional Guide at Centers, Essential Questions, Coach book, Textbook |
| **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** |
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