CMS Lesson Plan

Teacher: McQueen

Lesson Date: September 8, 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.**  **SS8H2: 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) |
| **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 the reasons for exploration of the US from France, Britain and Spain.* | **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.)*  Students will view united streaming videos in order to complete a comparison chart on life before the Europeans and life after for the Native Americans. |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Present an overview of H2 a, b and c. Students will complete a comparison contrast paragraph in order to demonstrate understanding. | **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; DLIQ** | **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, 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: September 10, 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. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement   (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.   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, 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 5 characteristics of Hernando de Soto and James Oglethorpe and summarize how they impacted the colonization of Georgia.* | **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: charter, trustees, colony, and militia. | **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 James Oglethorpe, Charter of 1732, Tomochichi, Mary Musgrove, and the city of Savannah.*  *Students will rotate between stations every 20 minutes. While at each station, they will answer the questions who, what, why, where, and how? They will draw two pics 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?)*  **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?)*  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** |
| 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 |
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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 |