

January 26, 2014

Grade: 8th Laura Garner

Subject: GA Studies

SS8H6c: Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen’s Bureau, sharecropping and tenant farming, Reconstruction plans, 13th, 14th, and 15th amendments to the Constitution, Henry McNeal Turner and black legislators, and the Ku Klux Klan.

SS8H7: The student will evaluate the political, social, and economic changes that occurred in Georgia between 1877 and 1918.

SS8H7a: Evaluate the impact of the Bourbon Triumvirate, Henry Grady, the International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

SS8H7b:Analyze how rights were denied to African-Americans through Jim Crow Laws, Plessy v. Ferguson, disenfranchisement, and racial violence

SS8H7c:Explain the roles of Booker T. Washington, WEB DuBois, John and Lugenia Burns Hope, and Alonzo Herndon

SS8H7d: Explain reasons for World War I and describe Georgia’s contributions.

Essential Question:

How did Southern social and political attitudes impact the outcome of the Leo Frank Case?

Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.

How did key African-American leaders impact Georgia?

What key political and social issues affected the development of the state during the New South era?

Activating Learning Strategies:

- LINK
- * KWL
- Survey
- First Word
- Word Map
- Word Splash
- KWL Plus
- * Structured Notes
- Possible Sentence
- Concept Map
- Frayer Model
- Anticipation Guide
- * Draw and Picture
- Directed Rdg/Thinking Act
- 5-3-1
- * Think-Pair-Share
- * Vocab. Overview
- Brainstorm
- * Brainstorm & Category
- Circle Map
- Other

Cognitive Teaching Strategies (the actual lesson):

- * Lecture
- * Reading
- * Model
- Mind Map
- Other
- * Graphic Organizer
- * Pictograph
- * Diagram
- Visual Chain
- Poems, Rhymes, Lyrics
- Acronyms/Word Links
- Hands-on

	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Warm up questions</p> <p>1)Review key social and political issues of the late 1800s and early 1900s.</p> <p>2) Students will view “The Leo Frank Case”</p>	<p>Warm up questions</p> <p>1)Finish viewing “The Leo Frank Case”</p> <p>2)Leo Frank “Your Choice” assessment activity Students will choose to write a newspaper article on the Leo Frank Trial or prepare a closing statement for the defense of Leo Frank.</p> <p>3)Time will be allowed for any make up work.</p>	<p>Warm up Questions</p> <p>1)Graphic Organizer: “Racial Division Deepens” Students will take notes from a power point to complete the graphic organizer.</p> <p>2)Georgia Stories 111 with quiz. (Alonzo Herndon and the Atlanta Race Riot of 1906)</p>	<p>Warm up questions</p> <p>1) Students will examine the key political and social leaders of the late 1800s and early 1900s. Each student will create a poster outlining the accomplishments of 1 social or political leader.</p> <p>Gifted students will be pulled out with Mrs. Jent</p>	<p>Warm up questions</p> <p>1)Computer lab: Study Island: Reconstruction and New South.</p> <p>2)Read and discuss textbook pgs. 351-356. (World War I)</p> <p>3) Jan. Current Event Due</p>
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<p>Reteaching, Enrichment, Acceleration: Partner reading, peer helper, constructed answers, Gifted pull out every Thursday</p>	<p>Assessment: <input type="checkbox"/> * Rubric <input type="checkbox"/> * Other <input type="checkbox"/> foldable <input type="checkbox"/> * Questioning <input type="checkbox"/> Informal</p>	<p>Differentiation: <i>Small group for identified students</i> <i>Constructed answers</i> <i>DOK Question</i> <i>Spanish translations</i></p>
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<p>Summarizing:</p>	<p><input type="checkbox"/> * Ticket Out the Door <input type="checkbox"/> The Important Thing</p>	<p><input type="checkbox"/> Study Cards <input type="checkbox"/> Exit Cards</p>	<p><input type="checkbox"/> * 3-2-1 <input type="checkbox"/> Learning Log</p>	<p><input type="checkbox"/> + - Interesting <input type="checkbox"/> * Teacher Questions</p>	<p><input type="checkbox"/> Pass out of class <input type="checkbox"/> Other</p>
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<p>Extending and Refining:</p>			
<p><input type="checkbox"/> * Cause and Effect <input type="checkbox"/> Classifying <input type="checkbox"/> Abstracting</p>	<p><input type="checkbox"/> * Compare and Contrast <input type="checkbox"/> * Writing Prompt <input type="checkbox"/> * Constructing Support</p>	<p><input type="checkbox"/> * Analyzing <input type="checkbox"/> Error Analysis <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Inductive Reasoning <input type="checkbox"/> Deductive Reasoning</p>