

February 2, 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.

SS8H8: The student will analyze the important events that occurred after WWI and their impact on Georgia:

SS8H8a: Describe the impact of the boll weevil and drought on Georgia.

SS8H8b: Explain economic factors that resulted in the Great Depression.

Essential Question:

How did the boll weevil and drought impact Georgia?

What economic factors resulted in the Great Depression?

Activating Learning Strategies:

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

Cognitive Teaching Strategies (the actual lesson):

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> * Lecture | <input type="checkbox"/> * Graphic Organizer | <input type="checkbox"/> Poems, Rhymes, Lyrics |
| <input type="checkbox"/> * Reading | <input type="checkbox"/> * Pictograph | <input type="checkbox"/> Acronyms/Word Links |
| <input type="checkbox"/> * Model | <input type="checkbox"/> * Diagram | <input type="checkbox"/> Hands-on |
| <input type="checkbox"/> Mind Map | <input type="checkbox"/> Visual Chain | |
| <input type="checkbox"/> Other | | |

	Monday	Tuesday	Wednesday	Thursday	Friday
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	<p>Warm up questions</p> <p>1) Read and discuss textbook pgs. 351-356. (World War I)</p> <p>2) Georgia Stories 209 with quiz</p>	<p>Warm up questions</p> <p>1) Blue coach book questions pgs. 78-88</p> <p>2) Graphic Organizer: Civil Rights/WWI</p>	<p>Warm up Questions</p> <p>1) Read textbook pgs. 351-355</p> <p>2) Complete Georgia Military base worksheet</p> <p>3) New South Test New South Notebooks will be due!</p>	<p>Warm up questions</p> <p>1) WWI Video</p> <p>2) Review textbook pgs. 357-365</p> <p>Gifted students will be pulled out with Mrs. Jent</p>	<p>Warm up questions</p> <p>1) Read and discuss blue coach book 89-94</p> <p>2) Video "The Great Depression"</p>												
<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"/> Questioning <input checked="" type="checkbox"/> Other <input type="checkbox"/> foldable _____ <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>													
<p>Summarizing: <input type="checkbox"/> Ticket Out the Door <input type="checkbox"/> Study Cards <input type="checkbox"/> 3-2-1 <input type="checkbox"/> + - Interesting <input type="checkbox"/> Pass out of class <input type="checkbox"/> The Important Thing <input type="checkbox"/> Exit Cards <input type="checkbox"/> Learning Log <input checked="" type="checkbox"/> Teacher Questions <input type="checkbox"/> Other</p>																	
<p>Extending and Refining:</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Cause and Effect</td> <td><input type="checkbox"/> Compare and Contrast</td> <td><input type="checkbox"/> Analyzing</td> <td><input type="checkbox"/> Inductive Reasoning</td> </tr> <tr> <td><input type="checkbox"/> Classifying</td> <td><input checked="" type="checkbox"/> Writing Prompt</td> <td><input type="checkbox"/> Error Analysis</td> <td><input type="checkbox"/> Deductive Reasoning</td> </tr> <tr> <td><input type="checkbox"/> Abstracting</td> <td><input checked="" type="checkbox"/> Constructing Support</td> <td><input type="checkbox"/> Other</td> <td></td> </tr> </table>						<input checked="" type="checkbox"/> Cause and Effect	<input type="checkbox"/> Compare and Contrast	<input type="checkbox"/> Analyzing	<input type="checkbox"/> Inductive Reasoning	<input type="checkbox"/> Classifying	<input checked="" type="checkbox"/> Writing Prompt	<input type="checkbox"/> Error Analysis	<input type="checkbox"/> Deductive Reasoning	<input type="checkbox"/> Abstracting	<input checked="" type="checkbox"/> Constructing Support	<input type="checkbox"/> Other	
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