

Date: September 8, 2014

Grade: 8<sup>th</sup> Laura Garner

Subject: GA Studies

CCGPS: SS8H1a Describe the evolution of Native American (Paleo, Archaic, Woodland, Mississippian) cultures prior to European contact.  
SS8H1b: Evaluate the impact of European contact on Native American cultures: include Spanish missions along the barrier islands and the explorations of Hernando DeSoto.

SS81c: Explain the reasons for European exploration and settlement or North America; with emphasis on the French, Spanish, and British in the southeastern area.

Essential Question: How did European contact impact the Mississippian culture?

**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

Procedural Content - Application / Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Warm up Questions</p> <p>Georgia Stories Segment: "Early Inhabitants of Georgia Part II"</p> <p>Continue work on First People Flip Books and station work (graphic organizer chart and vocabulary)</p>	<p>Warm up questions</p> <p>Continue work on First People Flip Books and station work (graphic organizer chart and vocabulary)</p> <p>TGT Review Game: Review for Geography and Early People of Georgia Test</p>	<p>Warm up questions</p> <p>Unit Test: Geography and Early People of Georgia</p> <p>Teacher will introduce European Exploration of North America.</p> <p>Partner Reading and discussion of textbook pgs. 62-68.</p>	<p>Warm up questions</p> <p>Graphic Organizer (Griffin) Early Exploration with power point presentation.</p> <p>Introduce Study Island lesson. Students will complete study island 1a: Native Americans and Exploration.</p>	<p>Warm up questions</p> <p>Read with a partner and discuss Coach book pgs. 19-23</p> <p>Students will complete Questions #24-39</p> <p>Power Point and Notes "Spanish Missions"</p>

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<b>Reteaching, Enrichment, Acceleration:</b> <b>Partner reading, peer helper, constructed answers</b>	<b>Assessment:</b> <input type="checkbox"/> * <input type="checkbox"/> Rubric <input type="checkbox"/> Other <input type="checkbox"/> *foldable _____ <input type="checkbox"/> * <input type="checkbox"/> Questioning <input type="checkbox"/> Informal	<b>Differentiation:</b> <i>Small group for identified students</i> <i>Constructed answers</i> <i>Challenge Rubric for Gifted Students "Early People of Georgia"</i>
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<b>Summarizing:</b>	<input type="checkbox"/> * <input type="checkbox"/> Ticket Out the Door <input type="checkbox"/> The Important Thing	<input type="checkbox"/> Study Cards <input type="checkbox"/> Exit Cards	<input type="checkbox"/> * <input type="checkbox"/> 3-2-1 <input type="checkbox"/> Learning Log	<input type="checkbox"/> + - Interesting <input type="checkbox"/> * <input type="checkbox"/> Teacher Questions	<input type="checkbox"/> Pass out of class <input type="checkbox"/> Other
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<b>Extending and Refining:</b> <input type="checkbox"/> * <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Classifying <input type="checkbox"/> Abstracting				<input type="checkbox"/> * <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> * <input type="checkbox"/> Writing Prompt <input type="checkbox"/> Constructing Support	<input type="checkbox"/> Analyzing <input type="checkbox"/> Error Analysis <input type="checkbox"/> Other	<input type="checkbox"/> Inductive Reasoning <input type="checkbox"/> Deductive Reasoning
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