CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 9/15 – 9/16 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. 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-Mary Musgrove, Tomochichi, and James Oglethorpe review****Activity 1-complete group work and make foldables about the Salzburgers, Highland Scots, and the Malcontents****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 James Oglethorpe* | **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, regulations, and trustee. | **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 work in groups which will focus on The Salzburgers, Highland Scots, and the Malcontents. Each student will design a foldable for each group. They will need to include Who? What? Why? Where? When? How? They will also need to include a picture.* | **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 foldables* | **Complete foldables and review** |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)* Students will write a summary on what they learned from the foldables. 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?)*Construction paper, 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 |
| 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 |