



BRYSON MIDDLE SCHOOL

Believe | Move | Succeed *Building a Mindset for Success*

Bryson Middle School- Lesson Plans

Teacher(s): Tollison, Helms, Stevens
For the Week of: September 2-5

Course: SC History
Unit: Exploration

Grade Level: 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/ Indicator:	Labor Day - No School		8.1.CC- Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization. 8.1.E- Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.	8.1.CC- Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization. 8.1.E- Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.	8.1.CC- Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization. 8.1.E- Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.
Learning Target:			I can identify the cultural aspects of the Eastern Woodland natives, including the use of	I can identify how the interactions with the Europeans change life for the Native Americans	I can compare and contrast the motives, areas of exploration, activities, and

			natural resources, the dependence on agriculture (“three sisters”), the government structure, and the impact of the interaction with Europeans.	living in South Carolina. I can compare and contrast the motives, areas of exploration, activities, and accomplishments of the Spanish, French, and English during exploration of the New World.	accomplishments of the Spanish, French, and English during the exploration of the New World.
Activating Strategy:			Clear Up Muddy Water... Students will have the opportunity to ask any last minute questions they may have prior to taking the Native American Settlement unit test.	Bell Ringer Question- 3 GGG’s Class Notes and Discussion of the motivation of both the Spanish and French exploration to the New World Notecard- What motivates you? Student response	Ask students what motivates them to do things.
Instructional Delivery: I Do, We Do, Group/Two Do, You Do Co-Teaching Strategy Must be included in the instructional delivery.	Co-Teaching For... ▾	Co-Teaching Format ▾	Using masteryconnect, students will take the unit test on Native American settlement. Before test day, please make sure that you have gone into masteryconnect and checked to make sure that students who have an oral testing accommodation will be able to hear the test being read to them. After Test Assignment...As students complete the unit test, they can begin	Students will complete the Exploration of the New World Graphic Organizer. Using the graphic organizer, students will compare and contrast the motives, areas of exploration, and accomplishments of the Spanish, French and English during exploration of the New World. Student- Exploration of the New World Graphic Organizer Teacher- Exploration of	Go over the Exploration in the New World Graphic Organizer that students were to complete last week. Students need to understand the motives for exploration, areas explored, activities, and accomplishments of the Spanish, French, and English. Map Activity- Using the Outline Map of the New World , have students roughly sketch and

			<p>working on Settlement I Can Statements 31-42.</p> <p>Student- Settlement I Can Statements</p> <p>Teacher- Settlement I Can Statements</p> <p>Unit Website- Settlement</p>	<p>the New World Graphic Organizer</p> <p>Google Slide Presentation- Exploration of the New World</p> <p>Students will use the map linked below to color code the areas of the New World claimed by the Spanish, French, and English.</p> <p>Map- The New World</p>	<p>color code the areas of settlement for the Spanish, the French, and the English. Slide 21 of the Exploration of the New World Google Slide presentation has a map that can be referenced to complete this activity.</p> <p>Use the remaining time in class to go over I Can Statements 31-42. These I Can Statements go right along with today's lesson.</p> <p>Tollison - Will begin and finish the Exploration of New World Graphic Organizer.</p> <p>Then, students who finish early will continue work on I Can Statements 31-42.</p>
Assessments: (Formative/ Summative)			Unit Test- Native American Settlement	Formative-Exploration of the New World Graphic Organizer Map of the New World	Formative- I Can Statements; Exploration of the New World Graphic Organizer
Closing:			Self-Reflection... Are you pleased with how you performed on the unit test? If not, what do you think you could have done	Quick Response... Students will take on the role of a king/queen, a settler/soldier, and a missionary/religious	European Exploration Board Game...I have created game cards printed on cardstock. I

			<p>differently to improve your grade? If you are pleased, what do you think worked well in the unit to help you understand the information?</p>	<p>leader and write a quick response explaining why these groups would be interested in coming to the New World.</p>	<p>basically divided the cardstock into three sections...Spanish, French, and English. Students will receive paper strips with statements on them, and they have to decide if the statement applies to Spanish, French, or English. Students will put the slip of paper under the correct country. I have students compete against each other to see who can get them correct the fastest.</p>
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*This document is a live working document. Teachers may change their lesson plans throughout the week based on student needs.

*Teachers should highlight in green at least one Goal Book strategy used during their lessons per week.

*Lesson Plans will be posted on Friday's by midnight unless there is a school holiday.

Standards /Skill Addressing this week:	
Gaps/Misconceptions/ Enhancements:	
What skill(s) will be retaught or extended?	

Instructional Plan

Mini-Lesson (5 min)

Practice (15 min)

Assessment/Skill

Recheck (5 min)