

2019–2020 {Content/ Grade Level} Hilsman – 2nd Quarter at a Glance

Teacher(s):	Morgan Archer, Nyla Bell, Angela Bright, Brandie Holcomb		
Content Area:	SS/Georgia Studies	Grade Level:	8th

Macro Calendar:

October 2019

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	7 Unit 3 Intro; I Can Self Assessment (Keep in Binder)/Vocabulary	8 American Natives in GA Before Exploration	9 Early Mississippian Natives Reading	10 European Exploration: France, England, Spain (FES Up)	11 European Exploration: France, England, Spain (FES Up)
Week 2	14 De Soto's Exploration of Georgia	15 Consequences of De Soto's Exploration of Georgia	16 ½ Day! PT Conferences Quiz over Early Natives and Exploration	17 Parent- Teacher Conferences- NO STUDENTS	18 NO SCHOOL!
Week 3	21 Set 3 Vocab/Georgia's Founding: Oglethorpe, King George and Charter of 1732 (Reasons for Georgia's Founding)	22 Charter of 1732: Requirements and Restrictions	23 Georgia's Founding: Tomochichi, and Mary Musgrove, Establishing the city of Savannah	24 Georgia's Founding: Diversity in the Colony (includes Salzburgers, Jews, Highland Scotts, and Malcontents)	25 End of the Trustee Period/Quick Quiz
Week 4	28 Note Day: (Student Directed) Transition to a Royal Colony	29 FNT: Steps 2/3	30 Review for Unit 3 Part 1 Test	31 Unit 3 Part 1 Test	1 NO SCHOOL

November 2019

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5	4 NO SCHOOL!	5 District PL Day	6	7	8 Unit 4 Vocabulary Set 1 Causes of the Revolution/Start of Revolution
Week 6	11 Continental Congress and the Declaration of	12 Georgia's Signers of the D.O.I and Ga's 1st	13 Revolutionary War: GA's Role in the	14 New Government (A.O.C: Strengths and	15 Ga's Role in the Constitution, and Georgia's

	Independence	Constitution	Revolutionary War	Weaknesses)	Signers (Founding of UGA)
Week 7	18Georgia's Expansion and Growth: Land Policies, Impact of Technology and the 5 Capitals (Unit Projects During ELT this Week)	19 Native Americans in Georgia: Creeks, Cherokee, and Indian Removal	20 Review for Test	21 Review for Test	22 Unit 4 Test (Unit Project and Unit 3&4 Vocabulary Projects Due)

December 2019

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8	2 Unit 5 Intro, Vocabulary and I Can Self-Assessment	3 Causes of the Civil War: Slavery/Dredd Scott and State's Rights/Election of 1860	4 Causes of the Civil War: Prevention? (Compromises of 1850, Georgia Platform, Fugitive Slave Act)	5 Civil War: Georgia's Role in the Civil War	6 Civil War: Georgia's Role in the Civil War
Week 9	9 Civil War: Important Battles	10 Civil War: Important Battles	11 Civil War: Andersonville Prison and End of the War	12 Reconstruction Plans	13 Reconstruction Institutions: Freedman's Bureau and the KKK
Week 10	16 Removal of Black Legislators/ Sharecropping and Tenant Farming	17 Review for Unit 5 Test	18 Unit 5 Test	19 Movie? Lincoln? Test Retakes/Makeups	20Movie? Lincoln? (End of Term)

Weekly Collaborative Plans

Week 1 October 7-11

EQ's

Monday: What are the characteristics of the Mississippian Indians prior to European Contact?
 Tuesday: What are the characteristics of the Mississippian Indians prior to European Contact?
 Wednesday: What are the characteristics of the Mississippian Indians prior to European Contact?

	Thursday: Why did Europeans explore and settle the New World (Southeastern North America primarily)? Friday: Why did Europeans explore and settle the New World (Southeastern North America primarily)?				
Standards:	SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia. a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area. c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.				
Success Criteria:	Monday: I Can explain the culture of the Mississippian Indians before European contact. Tuesday: I Can explain the culture of the Mississippian Indians before European contact. Wednesday: I Can explain the culture of the Mississippian Indians before European contact. Thursday: I Can explain why England, France and Spain wanted to explore and settle in the Southeast Region of North America. Friday: I Can explain why England, France, and Spain wanted to explore and settle in the Southeast Region of North America.				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	Q2 Week 1 Big 15 Monday	Q2 Week 1 Big 15 Tuesday	Q2 Week 1 Big 15 Wednesday	Q2 Week 1 Big 15 Thursday	Q2 Week 1 Big 15 Friday (Due Today)
Opening (Strategies)	Unit 3 Framework Holcomb: Write Vocabulary/Set up Unit 3 ISN	Unit 3 Framework Before the White Man Archer: I Can Self-Assessment	Unit 3 Framework Analyze Historical Document/Picture Walk	Unit 3 Framework	Unit 3 Framework
Transition to Work Session	Holcomb: Last Chance to Turn in Late Work (10 minutes)	Teacher Instructions and Modeling of Independent Note Taking Expectations Bell: I Can Self-Assessment	Logging In to Computer and Google Classroom Teacher Provides Instructions and Models Assignment Expectations	European Exploration: France, England, Spain (FES Up)	European Exploration: France, England, Spain (FES Up)
WICOR strategy (Strategies)	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	W-Quickwrites and Reflections R-Vocabulary Building R-Notetaking O-Calendars, Planning, and Agendas O-Interactive Notebooks	W-Quickwrites and Reflections R-Vocabulary Building R-Notetaking O-Calendars, Planning, and Agendas O-Interactive Notebooks	W-Quickwrites and Reflections R-Vocabulary Building R-Notetaking O-Calendars, Planning, and Agendas O-Interactive Notebooks	W-Quickwrites and Reflections R-Vocabulary Building R-Notetaking O-Calendars, Planning, and Agendas O-Interactive Notebooks
Work Session	Unit 3 Intro, Vocabulary	Student-Led Interactive	Read and Digitally		

	and I Can Self-Assessment	Notetaking	Annotate Article on Mississippian Indians		
Personalization/Differentiation	Read aloud as requested Small group to review	Read aloud as requested Small group to review	Read aloud as requested Small group to review	Read aloud as requested Small group to review	Read aloud as requested Small group to review
Summary/Assessment (Strategies)	Homework Holcomb: Share Set 1/2 Check-In Dates	TOTD: 5 Question Review of Mississippian Indians	Answer Analysis Questions in Digital Document		
Homework (optional)	Unit 3 Homework 1: Monday	Unit 3 Homework 1: Tuesday	Unit 3 Homework 1: Wednesday	Unit 3 Homework 1: Thursday	Homework Sheet Due
Additional Resources for students & parents	https://georgiainfo.galileo.usg.edu/gastudiesimages/SS8H1.htm Digital Textbook: http://www.gpb.org/education/georgia-studies/digital-textbook	Digital Textbook: http://www.gpb.org/education/georgia-studies/digital-textbook	Digital Textbook: http://www.gpb.org/education/georgia-studies/digital-textbook	Digital Textbook: http://www.gpb.org/education/georgia-studies/digital-textbook	Digital Textbook: http://www.gpb.org/education/georgia-studies/digital-textbook

Week 2

October 14–18

EQ's	Monday: What were the reasons for Hernando de Soto's exploration of the Southeast, and what were the consequences? Tuesday: What were the reasons for Hernando de Soto's exploration of the Southeast, and what were the consequences? Wednesday: None/Quiz Day $\frac{1}{2}$ Day (PTCs) Thursday: Parent-teacher conferences Friday: NO SCHOOL!
Standards:	SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia. c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.
Success Criteria	Monday: I can explain the reasons for, and the consequences of, Hernando de Soto's explorations in the Southeast. Tuesday: I can explain the reasons for, and the consequences of, Hernando de Soto's explorations in the Southeast. Wednesday: I can show mastery of the concepts covered in Unit 3 so far. $\frac{1}{2}$ Day (PTCs)

	Thursday: Parent-teacher conferences Friday: NO SCHOOL!				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	Big 15 : Monday	Big 15 Tuesday	Big 15 : Wed (Turn In)		
Opening (Strategies)		Holcomb: Pass out Study Guide for Unit 3 Part 1; Explain set up and expectations	Log-In to Computer		
Transition to Work Session	Archer: Holcomb: Set-Up Note Page	Holcomb: Students will complete 5 minute note review with a partner using different colored pen or highlighter	Log-In to Google Classroom		
WICOR strategy (Strategies)	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks		
Work Session	Holcomb: Complete Notes on Hernando de Soto using Interactive in Google Classroom (20 minutes) Bell: One-Pager on what Hernando de Soto saw when he came to the New World.	Holcomb: Review/Complete notes from Monday	Complete Quiz		
Personalization/ Differentiation			Small Group Read-Aloud		
Summary/ Assessment (Strategies)	Final Check-In Questions (TOTD)	Final Check-In Questions (TOTD) (Holcomb: 10-word Summary on de Soto and Review Activity in preparation for Wednesday's Quiz	Complete Quiz; Study Guide		

Homework (optional)	None	None	Study Guide: Work on information we have covered so far.		
Additional Resources for students & parents					

Week 3

October 21-25

EQ's	Monday: What was James Oglethorpe and King George II's role in the founding of Georgia? Tuesday: What was the significance of the Charter of 1732? (Adv.) How did the Charter of 1732's weaknesses lead to the writing of a new federal constitution? Wednesday: How did the relationship between Oglethorpe, Tomochichi, and Mary Musgrove lead to the development of Savannah? Thursday: How did the diverse groups of settlers impact Georgia's development during the Trustee Period? Friday: What were the primary reasons for the ending of Georgia's Trustee Period?				
Standards:	SS8H2 Analyze the colonial period of Georgia's history. a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period. d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government. e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.				
Success Criteria	Monday: I can explain how European Exploration impacted the settlement and growth of the New World. Tuesday: I can explain the importance and purpose of the Charter of 1732. Wednesday: I can explain how the diverse settlers in Georgia impacted the development of the colony. Thursday: I can explain how the diverse settlers in Georgia impacted the development of the colony. Friday: I can identify and analyze the reasons why Georgia's Trustee Period came to an end.				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	SS8H2 a. Big 15 : Monday	SS8H2 a. Big 15 : Tuesday	SS8H2 b. Big 15 : Wednesday	SS8H2 c. Big 15 : Thursday	SS8H2 d. e. Big 15 : Friday
Opening (Strategies)	Write EQ for the Lesson; Identify Important	Write EQ for the Lesson	Write EQ for the Lesson	Write EQ for the Lesson	Write EQ for the Lesson

	Information in the Standard (Ask students how this is directly connected to previous topic)			Holcomb: Write Success Criteria (I Can Statement) below the EQ for the day.	Holcomb: Write Success Criteria (I Can Statement) below the EQ for the day.
Transition to Work Session	<p>Bell: Unit 3 Quiz Preparation</p> <p>Provide Short notes on reasons for GA's founding and 1732 Charter(10-2-2 Method; Teacher chooses best note-taking strategy for their classroom)</p> <p>Holcomb: 10 mins for notes 2 mins for corrections 2 mins for highlighting vocabulary words</p>	<p>Provide short notes for requirements and restrictions included in the Charter of 1732 (10-2-2 Method; Teacher chooses best note-taking strategy for their classroom)</p> <p>Holcomb: 10 mins for notes 2 mins for corrections 2 mins for highlighting vocabulary words</p>	<p>(Bell and Archer: Using Interactive PPTs to complete notes and activities for understanding on the topics above)</p> <p>(Holcomb: Complete Ship Ann's Manifest Activity Instructions/Options for Students as a starter for their rotating activity)</p>	Complete notes on Diverse People of GA's Trustee Period	Complete "End of Trustee Period Notes" (Quiz Notes)
WICOR strategy (Strategies)	<p>R-Notetaking</p> <p>R-Vocabulary Building</p> <p>O-Calendars, Planning, and Agendas</p> <p>O-Interactive Notebooks</p>	<p>R-Notetaking</p> <p>R-Vocabulary Building</p> <p>O-Calendars, Planning, and Agendas</p> <p>O-Interactive Notebooks</p>	<p>R-Notetaking</p> <p>R-Vocabulary Building</p> <p>O-Calendars, Planning, and Agendas</p> <p>O-Interactive Notebooks</p>	<p>R-Notetaking</p> <p>R-Vocabulary Building</p> <p>O-Calendars, Planning, and Agendas</p> <p>O-Interactive Notebooks</p>	<p>R-Notetaking</p> <p>R-Vocabulary Building</p> <p>O-Calendars, Planning, and Agendas</p> <p>O-Interactive Notebooks</p>
Work Session	<p>Bell: Students will complete Unit 3 Quiz</p> <p>Students need to add Set 3 Vocabulary to their ISN Vocabulary Page</p> <p>When finished with Set 3 in their ISN, Students can work on their Unit 3 Part 1 Study Guide and complete updating notebook if needed</p> <p>(Holcomb: Set 1/2 Check in while students write</p>	<p><i>Archer:</i> Charter of 1732 Analysis and Reflection: Read and annotate the Charter of 1732 primary source to understand the three reasons for the Charter (philanthropy, economics, and defense). Then, respond to three reflection questions. Students must decide if they think the Charter of 1732 was a success or failure based on the requirements stated in the Charter. https://rewordify.com/index.php to modify reading based on student need.</p> <p>(Holcomb: Set 1/2 Check in)</p>	<p>Provide notes for the establishment of Savannah, Tomochichi, and Mary Musgrove.</p> <p>(Holcomb: Complete Activity "Across the Sea in Less than 53" for student-led notes)</p> <p>(Holcomb: Set 1/2 Check in)</p>	<p>Complete Notes/Interactives on the Diverse Groups of People that were responsible for the continued development of the Georgia Colony.</p> <p>(Holcomb: Set 1/2 Check in)</p>	<p>Complete Open Note Quiz on Colonial Georgia</p> <p>Students can use their ISN, their study guide, and any other NON-DIGITAL resources they have.</p> <p>(Holcomb: Set 1/2 Check in)</p>

	vocabulary)				
Personalization/ Differentiation					
Summary/ Assessment (Strategies)	Answer Focused Check-In Questions in ISN (Holcomb: These will be .5 Questions in ISN)	Answer Focused Check-In Questions in ISN (Holcomb: These will be .5 Questions in ISN)	Answer Focused Check-In Questions in ISN (Holcomb: These will be .5 Questions in ISN)	Answer Focused Check-In Questions in ISN (Holcomb: These will be .5 Questions in ISN)	Quick Quiz Completed in Class
Homework (optional)	All Students should read through Notes for 10-15 minutes Holcomb: Complete Monday's Homework Sheet Questions	All Students should read through Notes for 10-15 minutes; Study Guide for Unit 3 Part 1 should be sent home for students to begin working on. Holcomb: Complete Tuesday's Homework Sheet Questions	All Students should read through Notes for 10-15 minutes; Study Guide for Unit 3 Part 1 should be sent home for students to begin working on. Holcomb: Complete Wednesday's Homework Sheet Questions	All Students should read through Notes for 10-15 minutes; Study Guide for Unit 3 Part 1 should be sent home for students to begin working on. Holcomb: Complete Thursday's Homework Sheet Questions	All Students should read through Notes for 10-15 minutes; Study Guide for Unit 3 Part 1 should be sent home for students to begin working on. Holcomb: Turn in Homework Sheet for Unit 3 Week 3
Additional Resources for students & parents					

Week 4

October 28- November 1

EQ's	Monday: What were the differences between the Trustee Period and the Royal Period, and how did they impact Georgia's development? Tuesday: How did the colonial period impact Georgia's development? Wednesday: How did the colonial period impact Georgia's development? Thursday: How did the colonial period impact Georgia's development? Friday: NO SCHOOL!
Standards:	SS8H2 Analyze the colonial period of Georgia's history. d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government. e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.
Success Criteria	Monday: I can explain the differences between the Trustee Period and the Royal Period. Monday: I can explain how the colonial period impacted Georgia's development.

	<p>Tuesday: I can explain how the colonial period impacted Georgia's development. Wednesday: I can explain how the colonial period impacted Georgia's development. Thursday: I can explain how the colonial period impacted Georgia's development. Friday: NO SCHOOL!</p>				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Policy Changes in the Royal Colony FNT Steps 1 & 2	Royal Colony Technological Advancements FNT Steps 2 & 3	Review for Test FNT Step 4 (5?)	Unit 3 Part 1 Test FNT Step 5	NO SCHOOL!
Bellringer	Big15	Big15	Big15	Big15	
Opening (Strategies)	Complete/ Review Quiz		Video/Vocabulary		
Transition to Work Session	Set Up Note Page: Assignment 3-9: End of Trustee Period and the Royal Period Write EQ at top of Page	Complete FNT Assignment from Monday.	Discuss study guide/get laptops for Kahoot review		
WICOR strategy (Strategies)	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	
Work Session	FNT Step 2: For Assignment Pages: 3.4-3.3.9: Reread ALL Notes Pages Listed, and complete the following: Highlight ALL Vocabulary Words when you see them. 3.9: End of Trustee Period and the Royal Period of Georgia PPT	FNT Step 3: For Assignment Pages: 3.4-3.3.9: Reread ALL Notes Pages Listed, and complete the following: Write a "Wonderment" question for each section Ex: Assignment 3.5: Colony Information Wonderment Question: In what way could Georgia have been a different colony under the trustees?	Test Review/ Gimkit.com Bell: Kahoot Review: Exploration and Colonization		

Personalization/ Differentiation	Modified note-taking Self-guided	Modified note-taking Self-guided	Small group review	Extended time Small groups	
Summary/ Assessment (Strategies)	Study Guide for Test Thursday	Study Guide for Test Thursday	Study Guide for Test Thursday		
Homework (optional)					
Additional Resources for students & parents					

<h2 style="text-align: center;">Week 5</h2> <h3 style="text-align: center;">November 4–8</h3>					
EQ's	Monday: No school Tuesday: District Professional Learning Day. No school for students. Wednesday: What were the causes of the American Revolution, and how did they impact Georgia? Thursday: What was Georgia's role in the Continental Congress and the signing of the Declaration of Independence? Friday: How were the Declaration of Independence and Georgia's first Constitution related to the creation of the federal Constitution?				
Standards:	SS8H3 Analyze the role of Georgia in the American Revolutionary Era.				
Success Criteria	Monday: No school Tuesday: District Professional Learning Day. No school for students. Wednesday: I can explain the impact the causes of the American Revolution had on the early statehood of Georgia. Thursday: (a) I can explain Georgia's role in the signing of the Declaration of Independence and Continental Congress. (b) I can explain the purpose of each section of the Declaration of Independence. Friday: (a) I can explain Georgia's role in the signing of the Declaration of Independence and Continental Congress. (b) I can identify the signers of the Declaration of Independence.				
	Monday	Tuesday	Wednesday	Thursday	Friday
Planning Purposes Only			6 Unit 4 Vocabulary Set 1 Causes of the Revolution/Start of	7 Continental Congress and the Declaration of Independence	8 Georgia's Signers of the D.O.I

			Revolution		
Bellringer	No school	District Professional Learning Day	Big 15 : Wednesday	Big 15 : Thursday	Big 15 : Friday
Opening (Strategies)			5 minute 'quick study' for Causes of the American Revolution	Listen to the reading of the Declaration of Independence and identify the purpose of each article. (edpuzzle video?)	
Transition to Work Session			Identify the Primary Causes of the American Revolution based on the 5 minute 'quick study'		
WICOR strategy (Strategies)			R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks
Work Session			GIMKIT Unit 3 Test Review Use Graphic Organizer to Complete Notes on Reasons for the American Revolution		
Personalization/ Differentiation					
Summary/ Assessment (Strategies)			Quick Check-In Questions TOTD: Teacher's Choice		
Homework (optional)			Study Map Assignments		
Additional Resources for students & parents					

Week 6

November 11-15

EQ's	<p>Monday: How did the French & Indian War, the Proclamation of 1763, and the Stamp Act impact Georgia as causes of the American Revolution?</p> <p>Tuesday: What is the purpose of the Declaration of Independence's 3 parts: the preamble, grievances, and declaration? And, who are Georgia's 3 signers?</p> <p>Wednesday: What is the significance of Georgia's Loyalists and Patriots, and Georgia's role in the Battle of Kettle Creek and Siege of Savannah during the Revolutionary War?</p> <p>Thursday: What were the weaknesses of the Articles of Confederation and how did those weaknesses lead to a new federal Constitution?</p> <p>Friday: What were the reasons for the establishment of the University of Georgia and for the western movement of Georgia's capitals?</p>				
Standards:	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era.</p> <p>a. Explain the <u>causes of the American Revolution</u> as they impacted Georgia; include the <u>French and Indian War</u>, <u>Proclamation of 1763</u>, and the <u>Stamp Act</u>.</p> <p>b. Interpret the three parts of the <u>Declaration of Independence</u> (<u>preamble</u>, <u>grievances</u>, and <u>declaration</u>) and identify the <u>three Georgia signers</u> of the document.</p> <p>c. Analyze the significance of the <u>Loyalists</u> and <u>Patriots</u> as a part of Georgia's role in the Revolutionary War; include the <u>Battle of Kettle Creek</u> and <u>Siege of Savannah</u>.</p> <p>d. Analyze the <u>weaknesses of the Articles of Confederation</u> and explain how those <u>weaknesses led to the writing of a new federal Constitution</u>.</p> <p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>a. Explain <u>reasons for the establishment of the University of Georgia</u>, and <u>for the westward movement of Georgia's capitals</u>.</p>				
Success Criteria	<p>Monday: I can explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.</p> <p>Tuesday: I can interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.</p> <p>Wednesday: I can analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.</p> <p>Thursday: I can analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.</p> <p>Friday: I can explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.</p>				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	Big 15 (11/11-11/15)	Big 15 (11/11-11/15)	Big 15 (11/11-11/15)	Big 15 (11/11-11/15)	Big 15 (11/11-11/15)

	[Unit 4 Vocabulary SS8H3a Causes of the American Revolution; F&I War, Proc. of 1763, the Stamp Act]	[SS8H3b Declaration of Independence (cont. congress); Georgia's Signers]	[SS8H3c Revolutionary War: GA's Role– Loyalists/Patriots; Battle of Kettle Creek, Siege of Savannah]	[SS8H3d Articles of Confederation– weaknesses led to a new federal Constitution]	[SS8H3d Ga's Role in the Constitution, and Georgia's Signers] (SS8H4a Founding of UGA)
Opening (Strategies)	How would you react to someone stealing your credit card and charging thousands of dollars on your account and you having to pay it back? Bell: Schoolhouse Rock "Declaration of Independence" Video	GA STORIES: The Big Question: To Join or Not to Join? Which side would you be on?			
Transition to Work Session	Standard breakdown & EQ Georgia in the American Revolutionary Era PRESENTATION	Standard breakdown & EQ Archer– vocabulary project specifics/ dates	Standard breakdown & EQ	Standard breakdown & EQ	Standard breakdown & EQ
WICOR strategy (Strategies)	R–Notetaking R–Vocabulary Building O–Calendars, Planning, and Agendas O–Interactive Notebooks	R–Notetaking R–Vocabulary Building O–Calendars, Planning, and Agendas O–Interactive Notebooks	R–Notetaking R–Vocabulary Building O–Calendars, Planning, and Agendas O–Interactive Notebooks	R–Notetaking R–Vocabulary Building O–Calendars, Planning, and Agendas O–Interactive Notebooks	R–Notetaking R–Vocabulary Building O–Calendars, Planning, and Agendas O–Interactive Notebooks
Work Session	Self-guided GA in the American Revolutionary Era Guided Notes pages 1&2 Bell: Declaration of Independence Worksheet and Primary Document analysis	Archer– Declaration of Independence Worksheet and Primary Document analysis		Articles of Confederation Slides Articles G.O.	SSH84 Interactive Presentation

Personalization/ Differentiation	Modified note-taking Small groups for read aloud	Modified note-taking Small groups for read aloud			
Summary/ Assessment (Strategies)	Chart– Determine which action or event represents #s 1-3 based on the responses of both the British and Georgia’s colonists. Bell: Summary: Why was the Declaration of Independence written?	Summarize: Why is the Declaration of Independence so important to our history? What purpose did this document serve?			
Homework (optional)					
Additional Resources for students & parents	GPB Digital Textbook Unit 4 SS8H3 Part 1 (youtube lesson) SS8H3 Part 2 (youtube lesson)	http://tps.ghslearn.com/georgia-in-the-american-revolutionary-era/			UGA Virtual Field Trip

Week 7

November 18–22

EQ's	Monday: What was the impact of GA's land policies (headright system, land lotteries, & the Yazoo Land Fraud) and how did technological developments (the cotton gin & railroads) impact GA's growth? Tuesday: What was William McIntosh's role in the removal of the Creek from Georgia; how did key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) lead to the removal of the Cherokees from Georgia (the Trail of Tears). Wednesday: Thursday: Friday:
Standards:	SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. b. Evaluate the impact of land policies pursued by Georgia; include the headright system , land lotteries , and the Yazoo Land Fraud . c. Explain how technological developments, including the cotton gin and railroads , had an impact on Georgia's growth.

	<p>d. Describe the role of William McIntosh in the removal of the Creek from Georgia.</p> <p>e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.</p>				
Success Criteria	<p>Monday: I can evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.</p> <p>I can explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.</p> <p>Tuesday: I can describe the role of William McIntosh in the removal of the Creek from Georgia.</p> <p>I can analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.</p> <p>Wednesday: I can explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>Thursday: I can explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>Friday: I can explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p>				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	<ul style="list-style-type: none"> - Big 15 for Monday - Collect Worksheets from last week: SS8H3 Road to Revolution Declaring Independence American Revolution in GA Articles of Confederation Graphic Organizer 	Big 15	Big 15	Big 15	Big 15
Opening (Strategies)	<p>The Yazoo Land Act (Yazoo Land Fraud) Video</p> <p>https://www.todayingeorgiahistory.org/content/james-jackson</p>				
Transition to Work Session	Write the EQ in your agenda: What was the impact of GA's land policies (headright system, land lotteries, & the Yazoo Land Fraud) and how did technological developments (the cotton gin & railroads) impact GA's growth?				

WICOR strategy (Strategies)	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks				
Work Session	Use the Westward Expansion in GA Interactive Presentation (slides 9-22) to explore today's lesson. You are expected to complete slides: 13, 15, & 16 Land Policies: Headright System, Land Lotteries, Yazoo Land Fraud 20 & 21 Technological Developments: Cotton Gin, Railroads			https://www.gimkit.com/view/5dd4205104aeaf002232b0e3	
Personalization/ Differentiation	Self-guided pace, read-aloud, extended time				
Summary/ Assessment (Strategies)	Quick Quiz -Causes of the Revolution -Declaration of Independence -GA in the Revolution -Articles of Confederation -GA's capitals move West/ UGA -Land Policies/ -Technological Developments				
Homework (optional)					
Additional Resources for students & parents	Yazoo-land-fraud				

Week 8

December 2-6

EQ's	<p>Monday: What significant factors affected westward expansion in Georgia between 1789 and 1840 (land policies, technological developments, Creek Removal, & Cherokee Removal)?</p> <p>Tuesday: What significant factors affected westward expansion in Georgia between 1789 and 1840 (land policies, technological developments, Creek Removal, & Cherokee Removal)?</p> <p>Wednesday: What is the importance of key issues and events that led to the Civil War (slavery, states' rights, nullification, Compromise of 1850– the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, & the debate over secession in Georgia)?</p> <p>Thursday: What is the importance of key issues and events that led to the Civil War (slavery, states' rights, nullification, Compromise of 1850– the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, & the debate over secession in Georgia)?</p> <p>Friday: What was Georgia's role in the Civil War (the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville)?</p>				
Standards:	<p>SS8H5 Analyze the impact of the Civil War on Georgia.</p> <p>a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.</p> <p>b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</p>				
Success Criteria	<p>Monday: I can...</p> <p>Tuesday: I can...</p> <p>Wednesday: I can explain the importance of the key factors leading to the start of the Civil War.</p> <p>Thursday: I can explain the importance of the key factors leading to the start of the Civil war.</p> <p>Friday: I can analyze and explain Georgia's role in the Civil War and why it was important to the outcome of the war.</p>				
	Monday	Tuesday	Wednesday	Thursday	Friday
Bellringer	Review Unit 4 Content Big 15	Unit 4 Retakes/Makeups Big 15	Unit 5 Intro, Vocabulary Causes of the Civil War: Slavery/Dredd Scott and State's Rights	Causes of the Civil War: Prevention? (Compromises of 1850, Georgia Platform, Fugitive	Causes of the Civil War: Election of 1860 Big 15

			Big 15	Big 15	Holcomb: Big 15 and Computer Collection
Opening (Strategies)	https://www.youtube.com/watch?time_continue=864&v=ushHF8tPKgA&feature=emb_logo http://www.gpb.org/georgiastories/stories/thirst_for_new_land	Holcomb: Short Civil War Video Bell: Video: Clip from Ken Burns' Civil War Documentary	Bell: Video: Causes of the Civil War	Bell: Abraham Lincoln video	Holcomb: Dred Scott decision Video and Homework Stamp Distribution
Transition to Work Session		Holcomb: Set up ISN for Unit 5 Bell: Get computers/Go to Google Classroom	Bell: Get Computers/Go to Google Classroom		Holcomb: Review of 5.4 Notes
WICOR strategy (Strategies)		Writing Organization	Writing Organization	Inquiry Writing	W: Writing I: Inquiry O: Organization
Work Session	https://create.kahoot.it/share/572d30a2-35d2-4b5f-a10e-e0138a73bf2d	Bell: Civil War Pre-test: Answer the 10 questions on Google Classroom	Bell: Civil War Vocabulary Project	Bell: Political Cartoon analysis "The Rail Splitter" Lincoln and Johnson activity	Holcomb: Slavery and the Civil War ICIVIC Activity
Personalization/ Differentiation					
Summary/ Assessment (Strategies)		Bell: TOTD: Name one cause of the Civil War	Bell: Thumbs Up/Thumbs Down: Understanding of Civil War Basics from yesterday's assignment?	TOTD:	Complete Quiz over ICIVIC activity
Homework (optional)					
Additional Resources for students & parents	http://tps.ghslearn.com/set-05-impact-of-the-civil-war-on-georgia/ http://www.georgiacampaignmap.com/ https://sites.google.com	https://www.familysearch.org/wiki/en/Georgia_in_the_Civil_War https://www.georgiaencyclopedia.org/articles/history-archaeology/civil-			

	/view/dlg-educator-resources/8th/ss8h5-civil-war https://mrsstreeter.wixsite.com/georgiastudies/unit-6 https://georgiainfo.galileo.usg.edu/topics/history/article/civil-war-reconstruction-1861-1877/timeline-civil-war-reconstruction http://www.exceedthestandard.com/h5-civil-war.html https://www.youtube.com/playlist?list=PLaeQcqdSdE24cTIXRGHO_aRJlkbB1_6_n https://www.troup.k12.ga.us/userfiles/929/my%20files/social%20studies/8ss/civil_war/civil_war_resources_school_pointe.pdf?id=19934 https://www.ixl.com/social-studies/grade-8/comparing-the-north-and-the-south	war-georgia-overview https://sites.google.com/view/dlg-educator-resources/8th/ss8h5-civil-war?authuser=0			
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Week 9

December 9-13

EQ's	<p>Monday: What was Georgia's role in the Civil War, including the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville?</p> <p>Tuesday: What was Georgia's role in the Civil War, including the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville?</p> <p>Wednesday: What roles did the 13th, 14th, & 15th Amendments play in the Reconstruction period following the Civil War?</p> <p>Thursday: What were the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans?</p> <p>Friday: How were the goals and outcomes of the Freedman's Bureau and the Ku Klux Klan different?</p>
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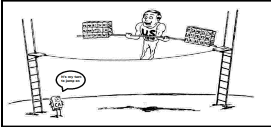
Standards:	<p>SS8H5 Analyze the impact of the Civil War on Georgia. b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</p> <p>SS8H6 Analyze the impact of Reconstruction on Georgia. a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction. b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. c. Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.</p>				
Success Criteria	<p>Monday: I can... Explain Georgia's role in the Civil War. Tuesday: I can... Explain Georgia's role in the Civil War. Wednesday: I can... Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction. Thursday: I can... Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. Friday: I can... Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.</p>				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Civil War: Georgia's Role in Supporting the CSA 9 Civil War: Important Battles	10 Civil War: Important Battles	11 Civil War: Important Battles	12 Civil War: Important Battles	13 Civil War: Andersonville Prison and End of the War
Bellringer	Georgia Studies Big 15 12/9-12/13	Georgia Studies Big 15 12/9-12/13	Georgia Studies Big 15 12/9-12/13	Georgia Studies Big 15 12/9-12/13	Georgia Studies Big 15 12/9-12/13
Opening (Strategies)	GA Stories- "The Economics of War" & questions	Kahoot SS8H6a Review Holcomb: Civil War: War Is Hell (Sherman's March to the Sea) Episode	Holcomb: What If The South Had Won the War Video and Discussion	SS8H5 Civil War Quiz Holcomb: (Homework and Binder Check Stamp Check)	Holcomb: (Homework Stamp Check)
Transition to Work Session	EQ/ standard breakdown SS8H5 Impact of the Civil War in Georgia Presentation	EQ/ standard breakdown SS8H5 Impact of the Civil War in Georgia Presentation Holcomb: Review Anti-Slavery Poster Expectations	EQ/ standard breakdown Holcomb: Review End of the Civil War Notes	EQ/ standard breakdown SS8H6 Reconstruction Presentation Holcomb: Review/Check In on Homework	EQ/ standard breakdown SS8H6 Reconstruction Presentation Holcomb: Review/Check In on Homework
WICOR strategy (Strategies)	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks	R-Notetaking R-Vocabulary Building O-Calendars, Planning, and Agendas O-Interactive Notebooks

	Notebooks				
Work Session	SS8H5 Impact of the Civil War in Georgia Civil War Guided Notes	SS8H5 Impact of the Civil War in Georgia Civil War Guided Notes Holcomb: Anti-Slavery Poster w/ Partner	Civil War TIP Chart (teacher notes reading linked) Holcomb: Complete Anti-Slavery Poster w/ Partner (Turn In)	Reconstruction Guided Notes (complete) Civil War TIP Chart (teacher notes reading linked) Holcomb: Civil War Timeline Activity	Reconstruction Guided Notes Holcomb: Civil War Timeline Activity
Personalization/ Differentiation	Self-guided pace, read-aloud, extended time	Self-guided pace, read-aloud, extended time	Self-guided pace, read-aloud, extended time		
Summary/ Assessment (Strategies)		Quick Quiz	Holcomb: PearDeck Questions	Holcomb: PearDeck Check In Questions	Holcomb: Civil War EQ Short Quiz (bit.ly link)
Homework (optional)	Holcomb: Complete 5.6 Notes on Sherman	Holcomb: None Tonight	Holcomb: Complete 5.8: Reconstruction Plan Notes and Unit 5 Study Guide	Holcomb: Complete 5.9 Reconstruction Groups and Unit 5 Study Guide	Holcomb: Complete 5.10: Ending Reconstruction and Unit 5 Study Guide
Additional Resources for students & parents					

Week 10

December 16-20

EQ's	Monday: Tuesday: Wednesday: Thursday:
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	Friday:				
Standards:	SS8H6 Analyze the impact of Reconstruction on Georgia. d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction. e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.				
Success Criteria	Monday: Tuesday: Wednesday: Thursday: Friday:				
	Monday	Tuesday	Wednesday	Thursday	Friday
	16 Review for Unit 4 Part 1 Test	17 Review for Unit 4 Part 1 Test	18 Unit 5 Part 1	19 Movie? Lincoln? Test Retakes/Makeups	20 Movie? Lincoln? (End of Term)
Bellringer					
Opening (Strategies)	 Political Cartoon What event is foreshadowed? Holcomb: Sharecropping Vs. Tenant Farming Video (Homework Stamp Check)				
Transition to Work Session	Holcomb: Review/Check In on Notes (Sharecropping/Tenant Farming Activity)	Holcomb: Test Review Game(s)		“Lincoln” (?) Test Makeups/Retakes (?)	“Lincoln” (?) Test Makeups/Retakes (?)
WICOR strategy (Strategies)					
Work Session	Holcomb: Wrap up Civil		Archer Civil War- Timeline/ OnePager Activity	Unit 5 Pt.1 Test: Civil War	

	War Timeline				
Personalization/ Differentiation					
Summary/ Assessment (Strategies)					
Homework (optional)	Unit 5 Study Guide				
Additional Resources for students & parents					