**JMS Lesson Plan**

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|  | **Teacher:** |  |  | Jacob Tatum and Debi Taylor | **Subject:** |  | Social Studies |  |  |
|  | **Date:** |  |  | **Beginning: 11/6/2017 Ending: 11/10/17** | **Grades:** |  | 8TH |  |  |
|  | **Learning** |  |  |  | **Connects with:** |  | **Geography and Science.**  |
|  | **Targets:** |  |  | I can explain how developments in Georgia helped the state grow. I can explain the various ways land was distributed in Georgia. I can show how Georgia grew economically because of innovative technology.  |  |  |  |  |  |
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|  | **Standard(s):** |  |  | SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals. 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. |
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|  | **Teacher** |  |  | Monday 11/6- Finish up Land Distribution. Land Lottery, Discuss/notes for Yazoo Land Fraud, Land allocation, land lottery, Headright system. Tuesday 11/7- In-Service Day for ElectionsWednesday- 11/8- Tatum gone to GAETC Conf. thru Friday. Jerry Jones Subbing- Begin notes for Developments in Ga- CottonThursday 11/9- Notes for developments in Ga- RailroadsBegin Watching “The Men who Built America” Complete questions with video. Friday 11/10-Continue/finish “The Men who Built America”  |  | **Differentiation:**Land LotteryClose notesGraphic Org.  |  |  |
|  |  |  |  |  |  |  |  |
|  | **Notes:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Activities / Assignments / Questions** |  |  |  | **Assessment** |
|  |  |  |  |  |  |  |  |  |  | ☐Selected Response - |
| **1** |  |  |  |  |  |  |  |  | ☐Constructed Response - |
|  |  | * Close notes
 |  |  |  | ☐ Formative |  | ☐Verbal |
|  |  |  |  |  |  |  |  | ☐ Summative |  | ☐Rubric |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  | ☒Selected Response - |
|  |  |  |  |  |  | ☒ Formative |  | ☐Constructed Response – |
| **2** |  |  | * Land Lottery
* SALMA activity.
 |  |  | ☒Verbal |
|  |  |  | ☐ Summative |  |
|  |  |  |  |  |  |  | ☐Rubric |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | ☒Other – Game points/data |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  | X Selected Response - |
| **3** |  |  |  |  | ☒ Formative |  | X Constructed Response - |
|  |  |  |  |  |  | ☐Verbal |
|  |  |  |  |  |  | ☐ Summative |  |
|  |  |  |  |  |  |  | ☐Rubric |
|  |  |  |  |  |  |  |  |  | ☒Other – Tasks in finance |
|  |  |  |  |  |  |  |  | game, choice tasks |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | ☐Other – Projects |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | ☐Selected Response - |
| **4** |  |  |   |  |  | ☐ Formative |  | ☐Constructed Response - |
|  |  |  |  |  |  |  | ☐Verbal |
|  |  |  |  |  |  |  |  | ☒ Summative |  |  Rubric |
|  |  |  |  |  |  |  |  |  |  | ☒Other – Various products |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  | **Resources:** |  |  | Teacher created test and scantrons, Powerpoints, Cloze notes, land lottery documents.  |  |  |  |  |  |
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