**JMS Lesson Plan**

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|  | **Teacher:** |  |  | Jacob Tatum and Debi Taylor | | **Subject:** |  | Social Studies |  |  |
|  | **Date:** |  |  | **Beginning: 10/30/2017 Ending: 11/3/17** | | **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. | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **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 10/9- Finish UGA Field Trip, Finish Methodist and Baptist expansion. |  | **Differentiation:**  Land Lottery  Close notes  Digital Field Trip. | | |  |  |
|  |  |  | Tuesday 10/10- Begin Capitals of Georgia Assignment. SALMA.  Wednesday 10/11- Finish SALMA and go over. Go over test from last week.  Thursday 10/12- Land lottery activity- Determine who got the best plot. Was it fair? How high? What would be a better/more fair way to distribute the land?  Friday 10/6- Headright system and Yazoo land fraud. |  |  | | |  |  |
|  | **Notes:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Activities / Assignments / Questions** | |  |  |  | **Assessment** | |
|  |  |  |  |  |  |  |  |  |  | ☐Selected Response - |
| **1** | |  |  |  |  |  |  |  |  | ☐Constructed Response - |
|  |  | * Close notes |  |  |  | ☐ Formative |  | ☐Verbal |
|  |  |  |  |  |  |  |  | ☐ Summative |  | ☐Rubric |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  | | |  |  |  | ☒Selected Response - |
|  |  |  |  |  | | |  | ☒ Formative |  | ☐Constructed Response – |
| **2** | |  |  | * Virtual Field trip * 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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