**JMS Lesson Plan**

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|  | **Teacher:** |  |  | Jacob Tatum and Debi Taylor | **Subject:** |  | Social Studies |  |  |
|  | **Date:** |  |  | **Beginning: 10/16/2017 Ending: 10/20/17** | **Grades:** |  | 8TH |  |  |
|  | **Learning** |  |  |  | **Connects with:** |  | **Geography and Science.**  |
|  | **Targets:** |  |  | I can explain the causes of the American Revolution. I can interpret the importance of the Declaration of Independence. I can identify the important individuals of revolution in Georgia.  |  |  |  |  |  |
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|  | **Standard(s):** |  |  | SS8H3 Analyze the role of Georgia in the American Revolutionary Era. a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act. b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document. c. 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.d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution. |
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|  | **Teacher** |  |  | Monday 10/9- Taylor’s are finishing political cartoons. Tatum’s are finishing Instagram pages for 3 signers of Declaration.  |  | **Differentiation:**Student choice on choice board activities. Students must select three of the six activities |  |  |
|  |  |  | Tuesday 10/10- Loyalists vs. patriots- Class Debate. Wednesday 10/11- Battle of Kettle Creek/Siege of Savannah. Thursday 10/12- Articles of Confederation- WHY did they fail and lead into a new constitution. Friday 10/6- Articles/constitution cont.  |  |  |  |  |
|  | **Notes:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Activities / Assignments / Questions** |  |  |  | **Assessment** |
|  |  |  |  |  |  |  |  |  |  | ☐Selected Response - |
| **1** |  |  |  |  |  |  |  |  | ☐Constructed Response - |
|  |  | * Read from Common Sense
 |  |  |  | ☐ Formative |  | ☐Verbal |
|  |  |  |  |  |  |  |  | ☐ Summative |  | ☐Rubric |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  | ☒Selected Response - |
|  |  |  |  |  |  | ☒ Formative |  | ☐Constructed Response – |
| **2** |  |  | * Boston Tea Party game on board.
 |  |  | ☒Verbal |
|  |  |  | ☐ Summative |  |
|  |  |  |  |  |  |  | ☐Rubric |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | ☒Other – Game points/data |
|  |  |  |  |  |  |  |  |  |  | ☐Other – |
|  |  |  |  |  |  |  |  | X Selected Response - |
| **3** |  |  |  |  | ☒ Formative |  | X Constructed Response - |
|  |  | * GA Declaration Signers Jigsaw/Foldable.
 |  |  |  | ☐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, teacher created study guide  |  |  |  |  |  |
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