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| **Week of:**2/27/12-3/2/12 | **Teacher:** Levie **Subject:** GA History  **Grade Level:**8th | | | Assessments / Supplies: |
| **Monday**  **GPS:**SS8H8 The student will analyze the  important events that occurred after  World War I and their impact on Georgia.  a. Describe the impact of the boll weevil and drought on Georgia.  b. Explain economic factors that resulted in the Great Depression.  **Essential Question:**1. How did the national economy affect the people of GA?  2. How did the enviromental elements affect the economy of GA?  3. How did the federal government respond to the economic crisis of the 1930's? | **Opening:**2-CRCT style questions based on the standards.  **Mini-Lesson:**Today we will discuss the role that agriculture plays in GA's economy in the 1920s and today. | **Work Session**  **Teacher:**Teacher will divide the students into partners that they will use for the rest of the week.  **Student:**Using their textbooks Pages 382-384 the student will create a double map of life in GA vs. the rest of the country during the 1920. | **Closing:**  3-2-1 | Assessments:  Class work  Teacher Observation  Oral Response  Written Response  Quiz/Test  Presentation  Rubric  Other:  Supplies: none |
| **Tuesday**  **GPS:**SS8H8 The student will analyze the  important events that occurred after  World War I and their impact on Georgia.  a. Describe the impact of the boll weevil and drought on Georgia.  b. Explain economic factors that resulted in the Great Depression.  c. Discuss the impact of the political career of Eugene Talmadge.  d. Discuss the effect of the New Deal in terms of the impact of the Civilian  Conservation Corps, Agricultural Adjustment  Act, rural electrification, and Social Security.  **Essential Question:**1. How did the national economy affect the people of GA?  2. How did the enviromental elements affect the economy of GA?  3. How did the federal government respond to the economic crisis of the 1930's? | **Opening:**2-CRCT style questions based on the standards.  **Mini-Lesson:**Brief lesson on the stock market crash in 1929. Why it hurt most of the country but not GA? Pages 387 & 389. | **Work Session**  **Teacher:**Teacher will present a powerpoint of the Great Depression.  **Student:** | **Closing:**  1-Question: What do you think was the main thing that caused the Great Depression? Why? | Assessments:  Class work  Teacher Observation  Oral Response  Written Response  Quiz/Test  Presentation  Rubric  Other:  Supplies: |
| **Wednesday**  **GPS:**SS8H8 The student will analyze the  important events that occurred after  World War I and their impact on Georgia.  a. Describe the impact of the boll weevil and drought on Georgia.  b. Explain economic factors that resulted in the Great Depression.  d. Discuss the effect of the New Deal in terms of the impact of the Civilian  Conservation Corps, Agricultural Adjustment  Act, rural electrification, and Social Security.  SS8H9 Thestudent will describetheimpact of  World War II on GA's development economically, socially, and politically.  **Essential Question:**1. How did the national economy affect the people of GA?  2. How did the enviromental elements affect the economy of GA?  3. How did the federal government respond to the economic crisis of the 1930's? | **Opening:**2-CRCT style questions based on the standards.  **Mini-Lesson:**In depth look at music of the time period, specifically "Brother can you spare a dime" & " If you aint got that swing" | **Work Session**  **Teacher:**Will make sure that students are seperating the New Deal agencies into these three groups.    Relief- Temporary help for those who are suffering due to unemployment. By building many public works projects, this was temporarily solved. Many people went to work as construction workers.  Recovery- To help the economy get over the previous depression. This was done by abandoning the gold standard, getting more youth in school, limiting farm production to increase prices of crops, etc.  Reform- To re-adjust or to fix the government to make sure that the depression doesn't happen again. This is done by balancing the federal budget, having more financial responsibility and changing the role of the federal government from laissez-faire economics to having an active role in helping those in need.  **Student:**Working in the pairs from Monday the students will create a New Deal tree based on the political cartoon on page 392. They will use the information from figure 39 on page 393. They will create three distinct limbs that are titled reform, recovery, and relief. | **Closing:**  1-Question: The student will write one question that they still have about the new Deal. | Assessments:  Class work  Teacher Observation  Oral Response  Written Response  Quiz/Test  Presentation  Rubric  Other:  Supplies: Construction paper Brown and Green for the tree. |
| **Thursday**  **GPS:**SS8H8 The student will analyze the  important events that occurred after  World War I and their impact on Georgia.  c. Discuss the impact of the political career of Eugene Talmadge.  d. Discuss the effect of the New Deal in terms of the impact of the Civilian  Conservation Corps, Agricultural Adjustment  Act, rural electrification, and Social Security.  SS8H9 Thestudent will describetheimpact of  World War II on GA's development economically, socially, and politically.  d. Discuss President Roosevelt's ties to GA including his visits to Warm Springs and his impact on the state.  **Essential Question:**1. How did the national economy affect the people of GA?  2. How did the enviromental elements affect the economy of GA?  3. How did the federal government respond to the economic crisis of the 1930's? | **Opening:**2-CRCT style questions based on the standards.  **Mini-Lesson:**Incorporate the QOD's with how Eugene Talmadge affected the implementation of the New Deal programs in GA. | **Work Session**  **Teacher:**The teacher will monitor the questions and notes that the students are taking.  **Student:**Students will work on Cornell Notes.  They will cover :  Eugene Talmadge - Page. 399.  New Deal program specific to GA - AAA, CCC, and REA. Page - 395.  Roosevelt's ties to GA. Page 408-409. | **Closing:**  The teacher will review what has been covered during the week as a review for the quiz tomorrow. | Assessments:  Class work  Teacher Observation  Oral Response  Written Response  Quiz/Test  Presentation  Rubric  Other:  Supplies: Copies of the Cornell Notes sheet. |
| **Friday**  **GPS:**SS8H8 The student will analyze the  important events that occurred after  World War I and their impact on Georgia.  a. Describe the impact of the boll weevil and drought on Georgia.  b. Explain economic factors that resulted in the Great Depression.  c. Discuss the impact of the political career of Eugene Talmadge.  d. Discuss the effect of the New Deal in terms of the impact of the Civilian  Conservation Corps, Agricultural Adjustment  Act, rural electrification, and Social Security.  **Essential Question:**1. How did the national economy affect the people of GA?  2. How did the enviromental elements affect the economy of GA?  3. How did the federal government respond to the economic crisis of the 1930's? | **Opening:**Quiz over the QOD's from Monday - Thursday.  **Mini-Lesson:**The teacher will introduced the concept of a storyboard and how a storyboard should be put together. The teacher will share with the students their own storyboard and then the video that was created from the same storyboard. | **Work Session**  **Teacher:**The teacher will explain the expectations then break the students into the original pairs from Monday. The teacher will also provide the students with a blank storyboard and a printout of the available pictures, videos, and audio that they will be able to use in order to create their own video.  **Student:**The students will start building their story board from the printout that have been provided by the teacher. The storyboard that they are building will be expected to show How the economy in GA during the 1920's differed from the rest of the country's, What happened to the country's economy in 1929, How Roosevelt planned on correcting the economy and GA's role in this plan, and Why Roosevelt was interested in Georgia. | **Closing:**  Teacher will discuss any problems/acheivements/concerns. that the students faced today while working on their storyboards. | Assessments:  Class work  Teacher Observation  Oral Response  Written Response  Quiz/Test  Presentation  Rubric  Other:  Supplies: Teacher will need to make copies of the available photos and discriptions of the videos. |