



**Needwood Middle School**  
**2024-2025**  
**Weekly Lesson Plan**  
**8th Grade Georgia Studies**

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher(s)	Goodman / Ribron Latta / Walker	Goodman / Ribron Latta / Walker	Goodman / Ribron Latta / Walker	Goodman / Ribron Latta / Walker	Goodman / Ribron Latta / Walker
Date	1/20/25	1/21/25	1/22/25	1/23/25	1/24/25
Standard(s)	MLK Day (No School)	SS8H7c	SS8H7c	SS8H7d	SS8H7cd
Learning Target	MLK Day (No School)	Describe the impact of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon on the New South Era.	Describe the impact of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon on the New South Era.	Examine anti-Semitism and the resistance to racial equality exemplified in the Leo Frank case.	Describe the impact of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon on the New South Era.  Examine anti-Semitism and the resistance to racial equality exemplified in the Leo Frank case.
Success Criteria	MLK Day (No School)	I can describe the challenges and accomplishments of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon, and I can explain how their	I can describe the challenges and accomplishments of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon, and I can explain how their	I know that I have it when I can describe how Mary Phagan's death led to anti-Semitism and hatred toward other groups, as well as the	I know that I have it when I can describe the challenges and accomplishments of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon, and I

		achievements advanced the rights of African Americans.	achievements advanced the rights of African Americans.	second incarnation of the KKK.	<p>can explain how their achievements advanced the rights of African Americans.</p> <p>I know that I have it when I can examine the Leo Frank case, and explain how it is an example of anti-Semitism and resistance to racial equality.</p>
<b>Activity or Assignment with Text/Links</b>	MLK Day (No School)	<p>The students will use their textbooks to read specific pages to find information. They will complete a <a href="#">notes activity</a>. After each topic, the teacher will present information on <a href="#">Slides</a> about each of the topics listed above in the Success Criteria.</p> <p>*Lesson Continued on Wednesday</p>	<p>The students will use their textbooks to read specific pages to find information. They will complete a <a href="#">notes activity</a>. After each topic, the teacher will present information on <a href="#">Slides</a> about each of the topics listed above in the Success Criteria.</p> <p>The students will be creating trading cards of Washington, DuBois, and Herndon. Use a baseball, football, or basketball card to demonstrate. They must include a <a href="#">picture</a> on one side and</p>	<p>The students will use their <a href="#">textbooks</a> to read specific pages to find information. They will complete a <a href="#">notes activity</a>. After each topic, the teacher will present information on <a href="#">Slides</a> about each of the topics listed above in the Success Criteria.</p> <p>Study for the SS8H7c,d Quiz!</p>	<p>Students will use their SS8H7c and SS8H7d comprehension questions and notes/thoughts sheets to complete a <a href="#">review activity</a> before the quiz.</p> <p>Before the quiz is taken I will collect the students Comprehension Questions / Cloze Notes for standards: SS8H7c,d.</p> <p>The students will individually complete the quiz.</p>

			<p>information about that person on the back.</p> <p>Study for the SS8H7c,d Quiz!</p>		
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