



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	1/27/25	1/28/25	1/29/25	1/30/25	1/31/25
Standard(s)	SS8H7c	SS8H7c	SS8H7d	SS8H7cd	SS8H7
Learning Target	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.	Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
Success Criteria	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	I know that I have it when I can identify the ways individuals, groups, and events attempted to shape the New South.

	achievements advanced the rights of African Americans.	achievements advanced the rights of African Americans.	second incarnation of the KKK.	can explain how their achievements advanced the rights of African Americans. 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.	
Activity or Assignment with Text/Links	<p>The students will use their textbooks to read specific pages to find information. They will complete a notes activity. After each topic, the teacher will present information on Slides about each of the topics listed above in the Success Criteria.</p> <p>*Lesson Continued on Tuesday</p>	<p>The students will use their textbooks to read specific pages to find information. They will complete a notes activity. After each topic, the teacher will present information on Slides 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 picture on one side and</p>	<p>The students will use their textbooks to read specific pages to find information. They will complete a notes activity. After each topic, the teacher will present information on Slides 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 review activity 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>The students will use a quiz analysis form to analyze their quiz results.</p> <p>Students will then complete a New South Crossword Puzzle / Word Search.</p> <p>Study for the Unit #7: New South Test!</p>

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