



Columbus Middle School

8th Grade History/Mississippi Studies
Mrs. Buckingham, Coach Crabtree, Mrs. Robinson-Virtual
Ms. Flowers



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This Week Goals.....



Hybrid Purple and Gold/Virtual Students

Topics:

- Native American Settlement
- European Exploration & Settlement

Description
After completing the Chapter on Native Mississippians, The Students will learn how European settlement and colonization of Mississippi has shaped Mississippi identity and effected its multicultural society.

The students will use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

Instructional Note:

Why People Move

Economic	Social	Political	Geographic

*PowerPoints and the Book will be posted under "FILES" in TEAMS

News and Updates

*Safe-sites are available by appointment ONLY with the teacher. Can be a standing appointment, once established. (Teacher will report to secretary: Safe-Site appointments)

* Student must log-in each day to receive attendance credit. (MUST check-in with Homeroom teacher by 9:00 a.m.!)



Assignments for the Week

****All Assignments can be found in Office 365 (Teams)****

Day 1. Monday: Purple

The teacher will facilitate a brief discussion to make sure students understand what things might be categorized as Political, Economic, and Social characteristics

Day 2. Tuesday: Purple

The students will create a four-column chart in their notes labeling the categories Economic, Social, Political and Geographic. (See "Why People Move" in Handout.)

Day 3. Wednesday: Purple/Gold

Complete chart and Continue to work on online assignments

Day 4. Thursday: Gold

The students will continue the discussion to include the concept of push-pull factors in the discussion. (e.g., Family A was pushed from the country at war and pulled toward a country where there was peace.

Day 5. Friday: Gold

Explore:

The students will look at who, when, where, and why countries explored more than 400 years ago.

Then let us pretend that we travel back through time and can experience the world as it was 400 years ago.

1. Were people migrating (moving from one region to another)?
 2. What factors might have been the cause for people to migrate from one place to another in those days?
 3. Do you think any of the factors were the same as those today?
- Let us explore by learning about our world and movement by people 400 years ago.

* As discussion progresses, create a list of academic language terms that can be referred to by students. This can encourage the use of the academic language throughout the lesson