

Name: _____

Class Period: _____

Unit Competency:

Graduation Standard #1 – HISTORY: Evaluate a variety of sources to apply knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Graduation Standard #5 – APPLICATION OF SOCIAL STUDIES PROCESSES, KNOWLEDGE SKILLS, AND CIVIC ENGAGEMENT : Question, research, present and defend discipline-based processes and knowledge from civics, government, economics, geography and history in authentic contexts as well as apply the attributes of a responsible and active citizen to affect a real world issue based on a local need.

Performance Indicators:

(1a) Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.

(5a) Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Learning Targets:

1. I can explain the reasons for European exploration and the impact on the American Indians
2. I can explain the importance of the Charter of 1732 and the reasons for the settlement of Georgia.
3. I can explain the relationship of key people in the development of Georgia in the Trustee Period.
4. I can explain the differences of between Georgia as a trustee colony and royal colony.
5. I can give examples of the goods and services produced and traded in colonial Georgia.

Unit GSE:

SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.

c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

SS8H2 Analyze the colonial period of Georgia's history.

a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).

b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.

c. Evaluate the role of diverse groups (Jews, Salzburger, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.

d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.

e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

UNIT 2: EXPLORATION AND COLONIZATION (AUGUST 28, 2017 – SEPTEMBER 13, 2017)

DOK 1- Beginning Begin here if Pre-Assessment score is 79% or below.	DOK 2- Developing Begin here if Pre-Assessment score is 80% -99%.	DOK 3- Proficient Begin here if Pre-Assessment score is 100%.	DOK 4- Distinguished
<p>Pre-Assessment (Place score at the bottom of the sheet) Self-Assess from the Pre-Assessment</p> <p>Student notes for DOK 1:</p> <p><i>Complete Must Do and then select either the Website task, notes from the powerpoints or create your own assignment (where stated).</i></p> <p>MUST DO: Record vocabulary term and definition in some format for study purposes (flashcards, memory game, writing word/definition, powerpoint slides, foldable, TIP chart, etc.) (Share with Teacher when done)</p> <p>Vocabulary: mission, charter, trustee, mercantilism, indigo, mulberry, militia, malcontent, discontent, buffer colony, “Non sibi sed allis”, philanthropy, goods, services, prohibition, naval stores, “God, Glory, Gold”, debtor, small pox</p>	<p><i>Must Do: View powerpoint on teacher website to take notes about Exploration and Colonial Georgia</i></p> <ul style="list-style-type: none"> A. Brain Wrinkles (Cloze Notes) B. Interactive Reader (Graphic Organizer) C. Crash Course US History and Georgia Blue PPT <p><i>Choose 2 activity to complete from each standard/element.</i></p> <p>SS8H2a,e</p> <ul style="list-style-type: none"> 1. Analyze the Charter of 1732 2. Comparing Viewpoints 3. Dear Diary... <p>SS8H2b,c</p> <ul style="list-style-type: none"> 1. Circle Summary 2. CRCT Coach Guided Reading 3. Paper Bag Puppet 	<p><i>Must Do: Choose two videos below. Complete viewing guide while you watch.</i></p> <p>SS8H1b</p> <p>A. Nightmare in Jamestown (45 min) Class Activity (Whole Group)</p> <p><u>Complete 1 activity using the video information and notes.</u></p> <ul style="list-style-type: none"> 1. Body Biography (Groups of 4-5) People 2. Mini-DBQ: Was the colony of Georgia Successful? <p>(Groups of 4-5)</p>	<p><u>PI A</u></p> <p>“Create a Colony”</p> <p>Review Rubric; Presentation may be no more than 3 minutes long.</p>
<p>Vocabulary Quiz</p> <p>Attempt: _____</p>	<p>DOK2 Formative Assessment on USATestPrep. See teacher for Access Code.</p> <p>Attempt 1: _____</p>	<p>DOK3 Formative Assessment on USATestPrep. See teacher for Access Code.</p> <p>Attempt 1: _____</p>	<p>Formative Assessment: Same as Assignment Score: _____</p>

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Pre-Assessment: _____

Post-Assessment: _____

Goal for Playlist: Level _____