8th Grade Unit 3a Georgia's Settlement

	My Goals (established via teacher conference)
	My pretest score: My posttest goal: My current Social Studies Grade:

	Graduation Competency H1
	Evaluate a variety of primary and secondary sources to apply knowledge of the settlement and colonial eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, and the United States.

	Performance Task (evidence to prove mastery)
	Settler's Application --- You have been appointed as a recruiter for the colony of Georgia. It is your job to recruit colonists. You may choose between a Trustee or Royal Colony. Using the charter, research the reasons the colony was established and who would be selected as colonists. Design a brochure, poster, and flyer using this information to help recruit new members. Then, again using the information gathered regarding the qualifications of colonists, create an application that you will use to screen applicants. Make sure you reference laws, land, contributions, behavior, debt, and limitations. Do not forget application basics (Name, age, race, profession, etc.). Three classmates will complete an application by pretending to be an applicant for consideration as a colonist. Review the applications and accept or reject applicants based upon the qualifications stated. Create a checklist to determine eligibility of each applicant. For each, explain why the applicant was selected or rejected. Be sure to explain to the applicant HOW his/her presence in the colony would help or hinder the development of the new colony through potential consequences.

	Other things I'll learn along the way
	a. Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity. **b. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.** **c. Analyze multiple factors that influenced the perspectives of people during different historical eras.** **d. Describe how people's perspectives shaped the historical sources they created.**

HELP =sign up for a time frame for small group instruction or conference with your teacher if you need additional support AFTER utilizing linked resources.

	Steps for Task	Evidence of Mastery
✓	**Step 1**: Research the ideas of a Trustee Colony and Royal Colony. Be able to define each.	
	Step 2: Locate the differences and similarities between the two time periods/ types of colonies. (example: did they allow slavery, prohibition?)	
	Step 3: List the laws and ideals of a Trustee and Royal Colony in comparison.	**Checkpoint:** Turn in the different notes taken over steps 1, 2 & 3.
	Step 4: Identify a list of important people from each type of colony (trustee and royal). Who could you use as an application example? Provide numerous groups.	**Checkpoint:** Complete Circle Summary Activity
	Step 5: Determine what time period or colony you would like to create your application over (Trustee or Royal).	
	Step 6: Compose a rough checklist of ideas that could be included in your recruitment flyer and settlers' application.	**Checkpoint:** Review ideas with teacher
	Step 7: Create a flyer to recruit settlers. You are advertising the colony so people will want to come. BE PERSUASIVE!!	**Checkpoint:** Completed Flyer
	Step 8: Create an introductory portion - (Why are we making this application? To form a more perfect society?)	**Checkpoint:** Submit introductory portions via Google Classroom
	Step 9: Finalize your list of questions that you feel are important to determine if a settler should be allowed to join the colony. **You must have at least 5 questions!**	
	Step 10: Give your application to three of your peers and have them pretend to be eager settlers. Make sure student names are on the application.	
	Step 11: Review the applicants. Accept or reject the applicant based off the answers and the research you have completed.	**Final Product:** Turn in final product in packet form. Application, 3 completed peer applications, analysis of applicants

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Learning Targets - I can...	Resources for Support
Explain the importance of the Charter of 1732.	Charter of 1732 Overview Student Friendly Terms
Explain the reasons for the settlement of colonial Georgia.	Reasons for Settlement Reasons for Creation of Colonial Ga Goods and Services of Colonial Ga
Explain the significance of the relationships of the main people on the settlement of Georgia.	James Oglethorpe Video about Oglethorpe Tomochichi Mary Musgrove People Involved in Creating Colonial Ga
Distinguish between trustee and royal colonial time periods.	Trustee Colony vs Royal Colony Trustee to Royal Colony
Evaluate the roles of diverse groups in colonial Georgia.	First Jewish Settlers of Georgia Scottish Highlanders Salzburgers Malcontents Video on Malcontents Diverse Groups in Colonial Ga
Explain the purpose of the laws that occurred during the transition into a royal colony.	Trustee Laws Royal Colony Laws

	Key Terms You Need to Know by the End of the Unit		
- Royal	-charity	-De Facto	-economics
- Trustee	-defense	-buffer	
- Philanthropy	-charter	-malcontent	
- Economics	-debtor	-Indigo	