

Unit 2- Settlement, Colonization, and Statehood (Part 1)

Student Name: _____ Group: _____

Graduation Competencies:

***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.

Academic Goal: _____

Career Goal: _____

Competencies Graduation Standard #1 – HISTORY	DOK 1	DOK 2	DOK 3	DOK 4
<p>Performance Indicators:</p> <p>a. Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.</p> <p>b. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>c. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>d. Describe how people's perspectives shaped the historical sources they created.</p> <p>e. Investigate possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>Pretest Score Part 1: _____</p> <p>DOK Start Level: _____</p> <p>DOK Levels Skipped: _____</p>	<p>Learning Target: I can...</p> <p>K(1): Identify and explain the significance of James Oglethorpe, Charter of 1732, Tomochichi, Mary Musgrove, Savannah, Salzburgers, Highland Scots, Malcontents, and the Spanish threat to Georgia in Florida.</p> <p>K(2): Define the vocabulary words related to this unit.</p> <p>Activities:</p> <p>K(1)Active Classroom: Power Basics Birth of a Nation: Colonization to Independence; Activities 2, 5, 6, & 7</p> <p>K(1)Notes: Graphic Organizer</p> <p>K(2) Unit 2 Vocabulary</p> <div style="border: 2px solid black; width: 50px; height: 100px; margin: 10px auto;"></div>	<p>Learning Target: I can...</p> <p>R(1): Analyze multiple factors that influence James Oglethorpe’s decision to settle the colony of Georgia and explain how they are connected.</p> <p>R(2): Compare and contrast the trustee period and the royal period.</p> <p>Activities:</p> <p>R(1-2)Odysseyware – Settlement and Colonization</p> <p>R(1)Infographic: RED-C – Students will create an info graphic to highlight the reasons that the colony of Georgia was created.***</p> <p>R(2)Trustee vs. Royal – Students will research the two colonial time period and compare and contrast the similarities and differences.***</p> <div style="border: 2px solid black; width: 50px; height: 100px; margin: 10px auto;"></div>	<p>Learning Target: I can...</p> <p>R(1): Analyze and synthesize information describing the trustee and royal periods of Colonial Georgia.</p> <p>Activities:</p> <p>R(1):Settlers Application – Students will imagine they are either in charge of colony during the trustee period or the royal period. Students will create aa application to screen possible new colonists.***</p> <div style="border: 2px solid black; width: 50px; height: 100px; margin: 10px auto;"></div>	<p style="text-align: center;">Team PBL</p> <p>Option #1 - National History Day “Taking a Stand in History”</p> <p>Option #2 – Science Fair</p> <p>TO DO:</p> <ul style="list-style-type: none"> Conduct Research Gather resources (NHD participants should include primary sources) Fine tune topics/experiments

***Rubrics, expectations, and due dates for assignments will be provided as needed. Teacher sign off boxes are provided for each assignment. It is the students’ responsibility to ask the teacher for a signature each time an assignment is turned in complete.

Unit 2- Settlement, Colonization, and Statehood (Part 2)

Student Name: _____ Group: _____

Graduation Competencies:

***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.

Competencies Graduation Standard #1 – HISTORY	DOK 1	DOK 2	DOK 3	DOK 4
<p><u>Performance Indicators:</u></p> <p>a. Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.</p> <p>b. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>c. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>d. Describe how people's perspectives shaped the historical sources they created.</p> <p>e. Investigate possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>Pretest Score Part 2: _____</p> <p>DOK Start Level: _____</p> <p>DOK Levels Skipped: _____</p>	<p><u>Learning Target: I can...</u></p> <p>K(1): Identify and explain the significance of the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, Declaration of Independence, Loyalist, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and Siege of Savannah.</p> <p><u>Activities:</u></p> <p>K(1)Active Classroom: Power Basics Birth of a Nation: Colonization to Independence; Activities 2, 5, 6, & 7</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div> <p>K(1)Notes: Graphic Organizer</p>	<p><u>Learning Target: I can...</u></p> <p>R(1): Explain the multiple causes and effects of events and why they resulted in the American Revolution.</p> <p><u>Activities:</u></p> <p>R(1)Odysseyware – American Revolution and Statehood</p> <p>R(1)Option #1 – READ ALL ABOUT IT! Students will create a front page newspaper with various titles and topics that highlight the events and causes of the American Revolution.***</p> <p>R(1)Option #2:</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div>	<p><u>Learning Target: I can...</u></p> <p>R(1): Justify the perspectives of opposing sides of the American Revolution.</p> <p><u>Activities:</u></p> <p>R(1)Debate – Students will be given a role as either a patriot or a loyalist. Students will be provided a list of “talking points” to prepare for the debate.***</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div>	<p><u>Team PBL</u></p> <p>Option #1 - National History Day “Taking a Stand in History”</p> <p>Option #2 – Science Fair</p> <p><u>TO DO:</u></p> <ul style="list-style-type: none"> Conduct Research Gather resources (NHD participants should include primary sources) Fine tune topics/experiments

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	SS8H3ab	PICTOCHART/INFOGRAPHIC: Students will create a informational poste/flowchart in the form of a pictochart/infographic that shows the relationships between the events and causes of the Revolutionary War.***		
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Unit 2- Settlement, Colonization, and Statehood (Part 3)

Student Name: _____ Group: _____

***Graduation Standard #3 – GOVERNMENT:** Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Georgia, the United States and the world.

Competencies	DOK 1	DOK 2	DOK 3	DOK 4
<p>Graduation Standard #3 -- GOVERNMENT</p> <p><u>Performance Indicators:</u></p> <p>b. Interpret the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>d. Apply ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>Pretest Score Part 3: _____</p> <p>DOK Start Level: _____</p> <p>DOK Levels Skipped: _____</p>	<p><u>Learning Target: I can...</u></p> <p>K(1): Identify the following: - Abraham Baldwin - William Few</p> <p>K(2): Identify and explain the origins of the following: - Georgia Constitution of 1777 - Articles of Confederation - Constitution Convention of 1787</p> <p><u>Activities:</u></p> <p>K(1-2)Notes: Guided notes</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div>	<p><u>Learning Target: I can...</u></p> <p>R(1): Interpret and explain the origins and purposes of founding documents.</p> <p>R(2): Apply ideas and principles of founding documents and how they influenced the political system.</p> <p><u>Activities:</u></p> <p>R(1)Odysseyware (Continued from Part 2) – American Revolution and Statehood</p> <p>R(2)Decision Making – Students will use background</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div>	<p><u>Learning Target: I can...</u></p> <p>R(1): Adapt ideas and principles contained in founding documents and connect them to common themes in today’s government.</p> <p><u>Activities:</u></p> <p>R(1)Current Event – Students will find a current event and relate it back to the founding government of our country.***</p> <div style="border: 2px solid black; width: 50px; height: 150px; margin: 10px auto;"></div>	<p style="text-align: center;"><u>Team PBL</u></p> <p>Option #1 - National History Day “Taking a Stand in History”</p> <p>Option #2 – Science Fair</p> <p><u>TO DO:</u></p> <ul style="list-style-type: none"> • Conduct Research • Gather resources (NHD participants should include primary sources) • Fine tune topics/experiments

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	SS8H4ab	information and primary sources to make decisions about how changes to our founding government were made.		
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