

Unit 3 – Exploration / European Impact
Standard: SS8H1bc / SS8E1, E2ab

Teachers: Hartung, Tatum, Smith Beginning Date: October 24, 2016 Targeted Ending Date: November 11th, 2016

NOTE: You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your tasks.

Pre-Test results: **Out of _____ questions, I got _____ right and _____ wrong. I scored a _____ %.**

DOK Level to begin on for STANDARDS MASTERY: _____ Teacher Initials: _____

Academic Goal: _____

DOK 1	DOK 2	DOK 3	DOK 4
<p><u>Learning Target: I can...</u></p> <p>K(1): Map the routes of the various explorers to the New World.</p> <p>K(2): List the ways Spanish missions impacted the Native American Cultures.</p> <p>K (3): List the impacts of DeSoto on Native American Cultures.</p> <p>K (4) List the main countries (and corresponding explorers) that explored America’s southeastern area.</p> <p>K (5) List the reasons for European exploration and settlement.</p> <p align="center"><u>Activities:</u></p> <p align="center"><i>Classroom Content</i></p> <p>Graphic Organizer: Countries that Colonized America –</p> <ul style="list-style-type: none"> Students will create graphic 	<p><u>Learning Target: I can...</u></p> <p>R(1): Explain the impact of Spanish missions and how they affect Native American cultures.</p> <p>R(2): Explain the impact of Hernando De Soto and how he affected Native American cultures.</p> <p>R(3): Explain the reasons for European exploration and settlement of the new world.</p> <p>R(4): Analyze positive and negative outcomes of European exploration.</p> <p align="center"><u>Activities:</u></p> <p align="center"><i>Classroom Content</i></p> <p>Pocahontas Analysis</p> <ul style="list-style-type: none"> Students will watch the movie Pocahontas and analyze the interactions between the Indians and 	<p><u>Learning Target: I can...</u></p> <p>R(5): Develop a logical argument for the settlement of Georgia based on its similarities to Asia.</p> <p>R(6): Elaborate on the cause and effects of European Exploration and the decline of the Native American Cultures.</p> <p>R(7): apply my knowledge of reasons for exploration an settlement to make connections to world economics and power.</p> <p align="center"><u>Activities:</u></p> <p align="center"><i>Classroom Content</i></p> <p>Choice Board</p> <ul style="list-style-type: none"> Complete assigned choice board tasks. <p>Lobby for Your Country</p>	<p>(K, R, S, P) 1: JMS National History Day</p>

***Rubrics and expectations for assignments will be provided as needed.

K = knowledge; R= Reasoning ; S = Skills; P = Product

<p>organizer highlighting the economic and religious reasons for settlement of the new world of Spanish, French, & English.(Individual PPT & OMG)</p> <p>DeSoto Play –</p> <ul style="list-style-type: none"> Students will participate in acting out the voyage of DeSoto; then they will write a short description of the important events and reasons for DeSoto’s exploration. <p>Choice Board</p> <ul style="list-style-type: none"> Complete assigned choice board tasks. <p style="text-align: center;"><i>Online Content</i></p> <p>What’s for Lunch?</p> <ul style="list-style-type: none"> Students will choose items for their lunchbox and after creating their ideal meal, they will discover the origin and availability of their meal items looking at the exchanging of agricultural products between the old and new world. <p>GA Virtual Learning</p> <ul style="list-style-type: none"> Students will work through the online assignment and draw conclusions from the information provided. 	<p>the Explorers. Students will complete a set of questions asking them to analyze the themes in the movie. Students will draw conclusions about the impact the explorers had on the natives.</p> <p>Choice Board</p> <ul style="list-style-type: none"> Complete assigned choice board tasks. 	<ul style="list-style-type: none"> Students will pick one of the three major countries that settled the New World. They will support their claim to the land with compelling reasons they find in their research including economic, religious, and political. Students will create a product to display their stance. <p style="text-align: center;"><i>Online Content</i></p> <p>Merchants of the Great Exchange Journal: Students will work through the trade route simulation and make decision based on their background knowledge. Students will journal about how their decisions affect their success. Students will then write a conclusion supporting the settlement of Georgia and how it will benefit them as merchants.</p>	
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Pretest Score : _____ **DOK Start Level:** _____ **DOK Levels Skipped:** _____

Post test score: _____

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