

Unit 4 – Colonial Period - SS8H2abc / SS8E1, E2ab

Teachers: Hartung, Tatum, Smith **Beginning Date: Nov. 14** **Targeted Ending Date: Dec. 9**

Student Name: _____ Block: _____

Pre-Test results: _____ DOK Level to begin on for STANDARDS MASTERY: _____ Teacher Initials _____

| DOK 1 | DOK 2 | DOK 3 | DOK 4 |
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| <p><u>Learning Target: I can...</u> 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. K(2): Identify the time period in which this unit takes place. K(3): Define the vocabulary words related to this unit. K(4): I can identify locations relevant to the early settlement and colonization of Georgia, including Yamacraw Bluff, Ebenezer, Savannah River, Barrier Islands.</p> <p><u>Activities:</u> K(1) So What Chart K(2) Online Textbook Task: Colonial Georgia K(3) Vocabulary Flip book K(4) Map Task (See DOE Unit Framework for 8th Grade Unit 3)</p> | <p><u>Learning Target: I can...</u> R(1): Analyze multiple factors that influenced James Oglethorpe’s decision to settle the colony of Georgia and explain how they are connected. R(2): Compare and contrast the trustee period and the royal period.</p> <p><u>Activities:</u> R(1)Infographic: RED-C – Students will read and analyze the Charter of 1732. Students will create an info graphic to highlight the reasons that the colony of Georgia was created.***</p> <p>R(1a) Online Textbook Task: Comparing Viewpoints: Students will compare the viewpoints of both James Oglethorpe and a colonist on Georgia.</p> <p>R(1b) Constructed Response: Students will evaluate whether or not the colony was able to fulfill each reason, and if so how and why. If</p> | <p><u>Learning Target: I can...</u> R(1): Identify and explain the significance of ... the Salzburgers, the Highland Scots, and the Malcontents.</p> <p><u>Activities:</u> R(1): Presentation of the three types of settlers Students will choose between the three types of settlers and create a presentation that illustrates the key characteristics of their settler. (Extra Credit: Students wear Colonial Dress representing their settler)</p> | <p>National History Day “Taking a Stand in History</p> <p><u>TO DO:</u></p> <ul style="list-style-type: none"> ● Choose a topic ● Conduct Research ● Gather resources (include primary sources) |

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

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

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| | <p>not, why not? (Online test resource 6-1: Georgia's First Colonists)</p> <p>R(2)Trustee vs. Royal – Using the online textbook and chart provided, students demonstrate their understanding of the differences between Georgia as a Trustee Colony and Georgia as a royal colony.</p> | | |
| <p>Pretest Score : _____ DOK Start Level: _____ Post test score: _____</p> | | | |

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