

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Eighth grade social studies course.

## **Eighth Grade Unit 3 – “Exploration and Colonization”**

### **Elaborated Unit Focus**

This unit will focus on the geographical, political, social and economic factors that contributed to Georgia’s colonization. Students will understand that **production, distribution, and consumption** of goods and services were an essential part of the economic motivation behind European **movement and migration** that led to colonial development. Students will learn that through **conflict and change** various **groups and individuals** had unintended results on the Native American culture while at the same time building a new culture of their own. They will also come to know how **location** and economic ideas are related.

### **Standards/Elements**

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
- b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

**SS8G1 The student will describe Georgia with regard to physical features and location.**

- d. Evaluate the impact of climate on Georgia's development.

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**Enduring Understandings/Essential Questions**

**Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.**

- How did early European contact affect the culture of the Mississippian Indians? (H1b)
- What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)

**Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.**

- What caused the early prehistoric societies to be on the move, and once they stopped their nomadic existence, how did their society change? (H1b)
- With what European countries and/or individuals did the Mississippian Culture come in contact?
- How did this contact affect the Mississippian Culture? (H1b)

**Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

- Which cultural groups impacted the Georgia Colony and what were their contributions? (H2b)
- Other than our founder, James Oglethorpe, who were some other individuals who influenced the Georgia colonial society? (H2a)

**Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**

- Which European countries competed for settlement in the Southeastern US?
- What prompted these countries to explore, claim and settle these new lands? (H1c)
- What persons were instrumental in the establishment of the Georgia colony and why? (H2a,b)
- How did Georgia become a Royal colony and what effect did this event have on the colonists? (H2c)
- What goods/services did the early colony of Georgia attempt to produce? (H2c, E1)

**Location: The student will understand that a region's location affects its economy, culture, and development of the region.**

- Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England? (G1d)
- Were they able to fulfill these expectations and why or why not? (G1d)

NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p>Using the French, Spanish, and British as main topics, students will complete a 4W's+R activity giving reasons for European exploration and settlement of North America. For example:</p> <p style="text-align: center;"><u>Spanish Exploration/colonization of North America:</u></p> <p>Who? (leaders)            When? (dates)            Where? (location of Settlements)            Why? Reasons            Results: (Give the outcome of the attempt to colonize)</p> <p>Then do the same for the French and English.            Followed by a class discussion of the information gained, students should then write a short essay on the Colonization of North America based upon the information they have gathered.</p>	H1b,c	Constructed response, Dialogue
<p>The student will read analyze the Charter of 1732. Following this silent study, students should participate in a class discussion led by the teacher. Finally, working individually, the students should use the information from the charter of 1732 and their textbooks and complete the chart, <b>The Three Main Reasons for the Founding of Georgia</b> (Appendix 1) Once the chart is complete students should write a paragraph about each reason. After describing the reason, they should evaluate whether or not the colony was able to fulfill the reason and if so how and why and if not, why not.</p>	H2a, E1	Dialogue, Constructed response
<p>Given the chart <b>Georgia from Trustee Colony to Royal Colony</b> (Appendix 2) students should demonstrate their understanding of the differences between Georgia as a Trustee Colony and Georgia as a Royal Colony.</p>	H2a,b,c	Constructed response
<p>Students should complete a multiple choice, matching, or fill in the blank assessment covering the reasons for, impact of, and people behind the settlement of Georgia.</p>	H1b,c, H2a,b,c G1,d E1,e	Constructed response Selected response

<p>Given a map students will indicate locations relevant to the exploration and early settlement period, including Yamacraw Bluff, Ebenezer, Savannah River, Barrier Islands. Students should write an explanation of how each of these impacted the exploration and settlement. Then using a map of the world, students should locate areas of corresponding latitudes in the Eastern hemisphere. Based on what they have learned, they should explain how this information might have affected Europe’s desire to settle the new world. (Students should conclude that Europe wanted a ‘cheap’ source for the riches from the far east and assumed that similar latitudes would yield similar resources.) Was this hope realized in Georgia?</p>	G1d	Constructed response, selected response, dialogue
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**Sample Performance Task**

**Enduring Understanding:**

**Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

You have been appointed as trustee for the colony of Georgia. It is your job to recruit colonists. Using the charter, research the reasons the colony was established and who would be selected as colonists. Design a brochure or poster 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. Your classmates will complete an application for consideration as a colonist. In groups, 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.

Map and Globe Skills:

Information Processing Skills:  
1, 2, 3, 5, 6, 7, 11

**Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

**Content Rubric for Performance Task**

<b>Scale Criteria</b>	<b>1 Standard Not Met</b>	<b>2 Needs Improvement</b>	<b>3 Meets Standard</b>	<b>4 Exceeds Standard</b>
<i><b>Identify reasons for the founding of the Georgia colony</b></i>	Does NOT clearly give at least 2 of the 3 reasons for the founding of the Georgia Colony	States 2 of the 3 reasons for the founding of the Georgia colony or is unclear	Clearly states each of the 3 reasons for the founding of the Georgia colony	Clearly states and explains each of the three reasons for the founding of the Georgia Colony
<i><b>State and explain the qualifications of Colonists</b></i>	Does not clearly explain the qualifications required to be considered as a colonist.	Partially explains the qualifications required to be considered as a Georgia Colonist.	Clearly explains the qualifications sought in applicants to go to the Georgia Colony	Clearly explains the qualifications sought in applicants to go to the Georgia colony and gives examples or reasoning for these
<i><b>Analyze and explain the requirements necessary to be a Georgia Colonist</b></i>	Fails to explain the requirements of each of the Georgia Colonists who were selected	Partially explains the requirements of each of the Georgia Colonists who were selected	Clearly explains the requirements of each of the colonists who were selected and explains how the colonist selected met that requirement.	Clearly explains the requirements of each of the colonists who are selected and gives examples or reasons or relates it to present day.
<i><b>Explain the restrictions imposed on the colonists</b></i>	Fails to explain the restrictions imposed on the colonists	Partially explains the restrictions imposed on the colonists	Clearly explains each of the restrictions imposed on the colonists	Clearly explains each of the restrictions imposed on the colonists and gives examples and or reasons for these restrictions

### Product Rubric

Scale Criteria	1 Below Expectation	2 Needs Improvement	3 Meets Expectation	4 Exceeds Expectation
<i>Students produce a product that is attractive and creative.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	Lack of clear or logical organizational structure, just list of facts.	Content is generally logically organized.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Students produce a product that exhibits proper mechanics.</i>	More than 4 errors are spelling or grammar.	4 misspellings and/or grammatical errors.	3 or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

### Resources for Unit

- <http://sos.georgia.gov/archives/menu/search/default.htm>  
Charter of 1732  
Outline maps of Georgia
- [www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=84CB9EC1-32F7-45F7-A1E5-947BD432AFCE](http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=84CB9EC1-32F7-45F7-A1E5-947BD432AFCE) Conditions in England: Religious Persecution and Intolerance (02:34)
- [www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=23F0BD84-63BB-4AA6-8406-1DE2764898B4](http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=23F0BD84-63BB-4AA6-8406-1DE2764898B4) An Introduction to Colonization, Spanish Colonization, 1492-1565 (01:00), The English Colonies: Why They Were Started and Why People Came (01:40)
- [www.socialstudiesresources.com](http://www.socialstudiesresources.com) Eighth Grade Social Studies Program for Georgia: Georgia and the American Experience: History Highlights ( Lessons 12,13 )
- [www.gpb.org/GeorgiaStories/searchResults](http://www.gpb.org/GeorgiaStories/searchResults) :”Georgia: Expectations vs. Reality”, “Ebenezer: The Stone of Help”, “Georgia’s Oldest Business”, “Georgia’s Mjor Export: Rice”, “Daily Life in Early Georgia” “Colonial surgeon” “Pirates” , “The Scottish Highlanders” “Georgia’s Oldest Congregation” “Georgia’s African Heritage” “Mercantilism” “Back County Settlers”
- [www.cviog.uga.edu/Projects/gainfo/gahist.htm](http://www.cviog.uga.edu/Projects/gainfo/gahist.htm): “James Edward Oglethorpe” “When is Georgia’s Birthday?”, “History of Frederica”, “Battle of Bloody Marsh”, “Children in Colonial Times”, “Georgia Salzburgers”.
- [www.gavoyager.com](http://www.gavoyager.com) James Oglethorpe, Mary Musgrove, Tomochichi, Salzburgers

This unit was created by Faye Smith and Evie Stephens. Additional tasks were created by Walter Harris, Jody Osler, and Jason White. The unit was approved by the Social Studies Advisory Council and the Georgia DOE Social Studies staff. This document was last updated on 11/16/09 by Shaun Owen (sowen@doe.k12.ga.us).

Appendix 1

**Three Main Reasons for the Founding of Georgia**

Charity	Defense	Economy

**Appendix 2**

**Georgia from Trustee to Royal Colony**

	<b><u>Trustee Colony</u></b>	<b><u>Royal Colony</u></b>
<b><u>Time Period</u></b>		
<b><u>Leaders</u></b>		
<b><u>Governance</u></b>		
<b><u>Boundaries</u></b>		
<b><u>Land</u></b> <b><u>Ownership:</u></b>  <b><u>Distribution:</u></b>		
<b><u>Slavery</u></b>		
<b><u>Religion</u></b>		