### 8th Grade - Unit Three – Exploration and Colonization

<table>
<thead>
<tr>
<th>Elaborated Unit Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will focus on the 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 American Indian 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection to Connecting Theme/Enduring Understandings</th>
</tr>
</thead>
</table>
| **Conflict and Change:** The student will understand that when there is conflict between or within societies change is the result.  
**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.  
**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.  
**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. |

<table>
<thead>
<tr>
<th>GSE for Social Studies</th>
</tr>
</thead>
</table>
| **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**  
  b) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.  
  c) Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.  
**SS8H2 Analyze the colonial period of Georgia’s history.**  
  a) Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).  
  b) Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.  
  c) Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.  
  d) Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.  
  e) Give examples of the kinds of goods and services produced and traded in colonial Georgia.  
**SS8G1 Describe Georgia’s geography and climate.**  
  d) Analyze the importance of water in Georgia’s historical development and economic growth. |
### Connection to Literacy Standards for Social Studies (reading and/or writing)

**L6-8RHSS1**: Cite specific textual evidence to support analysis of primary and secondary sources.

**L6-8RHSS2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**L6-8RHSS7**: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**L6-8RHSS9**: Analyze the relationship between a primary and secondary source on the same topic.

**L6-8WHST1**: Write arguments focused on discipline-specific content.

- a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from and supports the argument presented.

**L6-8WHST2**: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d) Uses precise language and domain-specific vocabulary to inform about or explain the topic
- e) Establish and maintain a formal style and objective tone.

**L6-8WHST4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L6-8WHST9**: Draw evidence from informational texts to support analysis, reflection, and research.

### Connection to Social Studies Matrices (information processing and/or map and globe skills)

**Map & Globe Skills**

- 7. Use a map to explain impact of geography on historical and current events
- 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**Information Processing Skills**

- 1. Compare similarities and differences
- 2. Organize items chronologically
- 3. Identify issues and/or problems and alternative solutions
- 4. Distinguish between fact and opinion
- 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. Identify and use primary and secondary sources
- 8. Identify social studies reference resources to use for a specific purpose
- 11. Draw conclusions and make generalizations
- 12. Analyze graphs and diagrams
### Essential Questions and Related Supporting/Guiding Questions

| Enduring Understanding 1 Conflict and Change | 1. How can conflict cause change that is both beneficial and harmful to a society?  
| | a. How was the Georgia changed by European contact?  
| | b. How were the American Indians impacted by the European contact?  
| | c. How did the American Indians adapt to the change? |
| Enduring Understanding 2 Individuals, Groups, Institutions | 1. How can change bring unintentional change?  
| | a. How did exploration into the New World Impact Georgia?  
| | b. How did individuals cause change during European exploration into the New World?  
| | c. How did the Georgia we know today change during European exploration? |
| Enduring Understanding 3 Movement/Migration | 1. Why is movement vital to survival?  
| | a. How did exploration into the New World impact Georgia?  
| | b. How did individuals cause change?  
| | c. How can migration affect people positively and negatively? |
| Enduring Understanding 4 Production, Distribution, Consumption | 1. How can location and beliefs of a society impact economic decisions?  
| | a. How can transitioning from one system to another have immediate and long-term impacts?  
| | b. Why did Europeans leave the known for the unknown?  
| | c. How did the American Indians adapt to the European expectations? |
# Sample Instructional Activities/Assessments

## Show What You Know

**Description** – This activity can be completed in a variety of ways depending on the readiness of the student/class. The activity is a writing assignment that allows students to showcase what they have learned using research and documents provided by the teacher. This can be completed individually, in pairs, or in groups.

**Approved Websites for Student Research:**

**Three Tiers to Task Completion based on Student’s Readiness:**

1) **(Beginning Learner):** Complete the Bio Poem graphic organizer **(document attached)** based off the document on Hernando DeSoto from [http://www.georgiaencyclopedia.org/articles/history-archaeology/hernando-de-soto-georgia](http://www.georgiaencyclopedia.org/articles/history-archaeology/hernando-de-soto-georgia)

2) **(Developing to Proficient Learner):** Historians tell us that up to 90 percent of American Indians were wiped out by diseases carried by the European explorers and colonists. How could this happen? Use online sources to research this phenomenon, tracing the reasons for such a devastating result. Your final product should be in the form of an Illustrated/Annotated time line **(document attached)** depicting American Indians from the arrival of European explorers and colonists to their almost extinction caused by the Europeans. Your sources must be from creditable websites. Students must utilize the above websites to conduct their research. They may also use the following creditable websites in order to complete their assignment.:
   A) [https://www.gilderlehrman.org/history-by-era/exploration/resources/de-soto%E2%80%99s-discovery-mississippi-1541](https://www.gilderlehrman.org/history-by-era/exploration/resources/de-soto%E2%80%99s-discovery-mississippi-1541)
   B) [http://www.history.com/topics/exploration/hernando-de-soto](http://www.history.com/topics/exploration/hernando-de-soto)

3) **(Distinguished Learner):** Imagine you are a newspaper reporter traveling with Hernando De Soto. Using textual evidence from the supported documents given, write an article from an eye-witness perspective describing the impact Europeans had on the American Indians as they made their way through the Southeast, including Georgia. Student should utilize the three websites to conduct their research.

<table>
<thead>
<tr>
<th><strong>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b)</strong> Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Literacy Standards</strong></th>
<th><strong>Social Studies Matrices Enduring Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L6-8RHSS7:</strong> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</td>
<td></td>
</tr>
<tr>
<td><strong>L6-8RHSS9:</strong> Analyze the relationship between a primary and secondary source on the same topic.</td>
<td></td>
</tr>
<tr>
<td><strong>L-6-8WHST9:</strong> Draw evidence from informational texts to support analysis reflection, and research.</td>
<td></td>
</tr>
<tr>
<td>11-Draw conclusions and make generalizations</td>
<td></td>
</tr>
<tr>
<td>Movement/Migration</td>
<td></td>
</tr>
</tbody>
</table>
Bio-Poem

Your Task: Using what you have learned about European contact on American Indians, complete the information below about a Hernando DeSoto or another explore of your choice (approved by teacher). Each answer should be a line in your poem.

Line 1 - Name:

Line 2 - Three traits:

Line 3 - He is from:

Line 4 - He cares deeply about...

Line 5 - He feels...

Line 6 - Three more traits

Line 7 - He gives...

Line 8 - He fears...

Line 9 - He would like to see...

Line 10 - Name, Years of life:

Example:
Jackie Robinson
Talented, Pioneer, Athletic
He is from Georgia
He cares about representing his people
He feels black athletes should be allowed to play
Leader, Symbol, Baseball Player
He gives hope to the oppressed
He fears threats from racists
He would like to see equality between races
Jackie Robinson (1919-1972)
Illustrated/Annotated Timeline

**Your task:** Create a timeline of a historical period that includes illustrations and captions highlighting American Indians and their life from the time European explorers and colonists made contact with them until their almost extinction. Your timeline should be neat and colored.

**Your map must include:**
1. The basic timeline of this historical period.
2. Choose a minimum of 10 specific events that you want to represent on your timeline.
3. A 2-3 sentence caption for each event along with the correct date when it occurred.
4. A picture for at least 4 of the events.
5. Do your final draft on white paper and use color throughout.
### Dear Diary

Description: The students will complete the “Dear Diary” activity attached. Students have the choice to write from the perspective of a European explorer or an American Indian. Document attached below to include directions and expectations for the assignment.

| **GSE Standards and Elements** | SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.  
b) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.  
c) Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands. |
| **Literacy Standards** | L.6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
identify issues and/or problems and alternative solutions, distinguish between fact and opinion, draw conclusions and make generalizations  
Individuals, Groups, Institutions; Movement/Migration |
| **Social Studies Matrices** | **Enduring Understanding(s)** |
Dear Diary

Task: Write a series of diary entries as if you were a person living through during European exploration in Georgia. Keep in mind this is not a report on the event but the thoughts and feelings of someone living through it. Your diary should include any key terms or people involved with the event in some way. You are writing from either the perspective of an American Indian or a European explorer. Your entries must be descriptive and let the reader “see and feel” how the writer feels during this trying time.

Instructions:

1. Choose which perspective you are writing- either an American Indian or a European explorer.
2. Your 1st entry should be about the beginning of European exploration in Georgia during this time period. You may make a fictional event up or one from what you found in research. Include the date. Briefly describe how the event began, but make sure you also include the writer’s feelings and their thoughts.
3. Your 2nd entry should include another event. The description should be descriptive to include the writer’s feelings, thoughts and what he/she is witnessing happening to the American Indians and the European explorers.
4. Your 3rd entry should be written in relation towards the end of European exploration and the almost extinction of American Indians in Georgia during this time period. It is important to be descriptive so that the reader understands what happens to the American Indians.
5. Your entries should include written descriptions, but they may also include drawings or graphics to express the writer’s feelings.
**Be the Thing**

Description: Students will complete the assignment based on the point of view of a horse ridden by an American Indian or the bridle used by the American Indian on his/her horse. All directions and an example are provided on the attachment to be given to the students.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C) Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
</tbody>
</table>

n/a

Individuals, Groups, Institutions
Be the Thing

Your Task: Write a short personal response as if you were a specific object from early Georgia exploration time period. Your response should include both emotional and physical feelings of the object. Imagine you are the thing! Consider that if you were an American Indian’s horse or the bridle in which the American Indian is holding onto as he/she sits on the back of his/her horse watching the Europeans land on your land from the Atlantic Ocean. The American Indian is sitting on the horse having a conversation to his friend about what is taking place. Write the following from the perspective of the horse or the bridle of the horse.

Your response must:
- Be at least two complete paragraphs in length.
- Describe the purpose and function of the object.
- Describe how the object might feel or what it might be thinking.
- Mention the historical situation

Example: The flame of the candle who lit the room for Thomas Jefferson as he wrote the Declaration of Independence.

Whoa! Where am I? I was just minding my own business and now “poof!” I’m here in this room. Let’s see, what is this...? “We hold these truths to be self-evident that all men are created equal...” Oh, I’ve heard about this. My cousin lit up the room in city hall last week and told me that he heard some people talking about writing up a Declaration of Independence. I must be in Thomas Jefferson’s room!

Ha, just think, if I wasn’t here it would be completely dark right now and he couldn’t be working. I’ll admit though, I’m a little jealous of that quill he’s writing with though. Now that thing will go down in history! Nobody ever thinks of how important I am though. Well, Mr. Quill, if you’re so great let’s see what happens if I declare my independence and just walk right out of here! Oh wait; I’m stuck to this candle. Oh well, I’ll just burn my brightest then so Mr. Jefferson has all the light he needs to write this amazing document.

I know one day I’ll burn out and nobody will think of me again. Hey, it happens to all of us. At least I know I’ll have served a great purpose. This man and this document are going to change the world and I got to be a part of it. The fires of revolution are being lit and it is all because of me!
# “Discovering the Mississippi”

**Description:** Students will analyze the drawing and complete the photo analysis sheet, attached below, as provided by National Archives website: [https://www.archives.gov/education/lessons/worksheets](https://www.archives.gov/education/lessons/worksheets)

## GSE Standards and Elements

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D) Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.</td>
</tr>
</tbody>
</table>

## Literacy Standards

<table>
<thead>
<tr>
<th>Literacy Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L6-8RHSS7</strong>: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
</tbody>
</table>

## Social Studies Matrices

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social studies reference resources for use for a specific purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict and change, movement/migration, individuals, groups and institutions</td>
</tr>
</tbody>
</table>
Analyze a Photograph

Meet the photo.
What do you see?

Is the photo?
☐ BLACK AND WHITE  ☐ COLOR

Is there a caption?
☐ YES  ☐ NO

If so, what does the caption tell you?

Observe its parts.
Circle what you see in the photo.

PEOPLE  OBJECTS  BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.
Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.
Where do you think we could find out more information about the people or objects in the photo?
Discovering the Mississippi

Charter of 1732 Analysis and Reflection

Description: Students will read and annotate the Charter of 1732 primary source. Reading the document will help students understand the three reasons for the Charter (philanthropy, economics, and defense). Once students have read the document, they should respond to the three reflection questions. Students must decide if they think the Charter of 1732 was a success or failure based on the requirements stated in the Charter.

*If you find that your students are struggling with the readability of the document, you can copy and paste it into the website: https://rewordify.com/index.php in order to modify it based on your student’s needs.

| GSE Standards and Elements | SS8H2 Analyze the colonial period of Georgia’s history.  
|                           | a) Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). |
| Literacy Standards        | L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.  
|                           | L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| Social Studies Matrices   | Identify and use primary and secondary sources |
| Enduring Understanding(s) | Conflict and change; Individuals, groups, institutions; Movement/Migration; Production, distribution, consumption |
Charter of Georgia: 1732

GEORGE the second, by the grace of God, of Great Britain, France and Ireland, king, defender of the faith, and so forth. To all to whom these presents shall come, greeting.

Whereas we are credibly informed, that many of our poor subjects are, through misfortunes and want of employment, reduced to great necessity, insomuch as by their labor they are not able to provide a maintenance for themselves and families; and if they had means to defray their charges of passage, and other expenses, incident to new settlements, they would be glad to settle in any of our provinces in America where by cultivating the lands, at present waste and desolate, they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade, navigation and wealth of these our realms. And whereas our provinces in North America, have been frequently ravaged by Indian enemies, more especially that of South-Carolina, which in the late War, by the neighboring savages, was laid waste with fire and sword and great numbers of English inhabitants, miserably massacred, and our loving subjects who now inhabit them, by reason of the smallness of their numbers, will in case of a new war, be exposed to the late calamities; inasmuch as their whole southern frontier continueth unsettled, and lieth open to the said savages. And whereas we think it highly becoming our crown and royal dignity, to protect all our loving subjects, be they ever so distant from us; to extend our fatherly compassion even to the meanest and most unfortunate of our people, and to relieve the wants of our above mentioned poor subjects; and that it will be highly conducive for accomplishing those ends, that a regular colony of the said poor people be settled and established in the southern territories of Carolina. And whereas we have been well assured, that if we will be most graciously pleased to erect and settle a corporation, for the receiving, managing and disposing of the contributions of our loving subjects; divers persons would be induced to contribute to the uses and purposes aforesaid-Know ye therefore, that we have, for the considerations aforesaid, and for the better and more orderly carrying on of the said good purposes; of our special grace, certain knowledge and mere motion, willed, ordained, constituted and appointed, and by these presents, for us, our heirs and successors, do will, ordain, constitute, declare and grant, that our right trusty and well beloved John, lord-viscount Purtcival, of our kingdom of Ireland, our trusty and well beloved Edward Digby, George Carpenter, James Oglethorpe, George Heathcote, Thomas Tower, Robert Moore, Robert Hucks, Roger Holland, William Sloper, Francis Eyles, John Laroche, James Vernon, William Beletha, esquires, A. M. John Burton, B. D. Richard Bundy, A. M. Arthur Bedford, A. M. Samuel Smith, A. M. Adam Anderson and Thomas Corane, gentlemen; and such other persons as shall be elected in the manner herein after mentioned, and their successors to be elected in the manner herein after directed; be, and shall be one body politic and corporate, in deed and in name, by the name of the Trustees for establishing the colony of Georgia in America…

By writ of privy-seal.
1. Georgia’s charter specifically described three functions that the colony was designed to fulfill. Locate the specific statements that define the three missions of philanthropy, economic, and defense.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What was the intended management structure of the colony?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. The men listed in the charter were to serve in a capacity for the colony. What was it?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Was the Charter of 1732 a success or failure? Explain citing text evidence to support your claim.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Colonists Reason to Come Settle Yamacraw Bluff Brochure Activity

Description: using the primary sources attached of Oglethorpe own words regarding Yamacraw Bluff, students will create a travel brochure with the purpose of trying to convince colonists to come and settle the Yamacraw Bluff area.

1) Using the attached documents, *In Their Own Words* and *Oglethorpe’s Role in Settling Savannah*, students are to analyze the documents to get an insight into Oglethorpe’s thoughts and reasons for settling the areas.

2) Students are to complete the attached Travel Brochure activity based on the information provided in the documents for the assignment.

*If you find that your students are struggling with the readability of the document, you can copy and paste it into the website: [https://rewordify.com/index.php](https://rewordify.com/index.php) in order to modify it based on your student’s needs.*

| GSE Standards and Elements | SS8H2 Analyze the colonial period of Georgia’s history.  
| | b) Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah and Yamacraw Bluff |

| Literacy Standards | L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.  
| | L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  
| | L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
| | L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research. |

| Social Studies Matrices | Identify and use primary and secondary sources; Identify main idea, detail, sequence of events, and cause and effect in a social studies context |

| Enduring Understanding(s) | Movement/migration; Individuals, groups, institutions |
In Their Own Words
February 10, 1733
Oglethorpe Letter to Trustees

From the new settlement at Yamacraw Bluff now known as Savannah, James Oglethorpe wrote the Trustees back in London:

“I gave you an account in my last of our arrival at Charles Town. The Governour and Assembly have given us all possible encouragement. Our people arrived at Beaufort on the 20th of January, where I lodged them in some new barracks built for the soldiers whilst I went myself to view the Savannah River. I fixed upon a healthy situation about ten miles from the sea. The river there forms a half moon, along the South side of which the banks are about 40 foot high and upon a top a flat which they call a bluff. The plain high ground extends into the country five or six miles and along the riverside about a mile. Ships that draw twelve foot water can ride within ten yards of the bank. Upon the riverside in the center of this plain, I have laid out the town. Over against it is an island [Hutchinson Island] of very rich land fit for pasturage, which I think should be kept for the Trustees’ cattle. The river is pretty wide, the water fresh. And from the quay of the town you see its whole course to the sea with the Island of Tybee, which forms the mouth of the river; and the other way you may see the river for about six miles up into the country. The landscape is very agreeable, the stream being wide and bordered with high woods on both sides. The whole people arrived on the first of February. At night their tents were got up. ‘Till the 7th we were taken up in unloading and making a crane, which I even then could not get finished so took off the hands and set some of the fortification and begun to fell the woods. I marked out the town and common. Half of the former is already cleared, and the first house was begun yesterday in the afternoon. Not being able to get Negroes, I have taken ten of the Independent Company to work for us, for which I make them an allowance… .Mr. Whitaker has given us one hundred of cattle. Colonel Bull, Mr. Barlow, Mr. Julian and Mr. Woodward are come up to assist us with some of their own servants. Our people are all alive, but ten are ill with the bloody flux, which I take to proceed from the cold and their not being accustomed to lie in tents. I am so taken up looking after a hundred necessary things that I write now short but shall give you a more particular account hereafter. A little Indian Nation, the only one within fifty miles, is not only at amity but desire to be subject of the Trustees, to have land given them and to breed their children at our schools. Their chief and his beloved man, who is the second man in the Nation, desire to be instructed in the Christian religion.”

Oglethorpe’s Role Settling Savannah

On November 17, 1732, James Edward Oglethorpe and approximately 114 passengers left Gravesend, England, for Georgia on the frigate Anne. When the colonists set off, there was no one from debtor’s prison on board—despite what most believe about the colonists who first settled Georgia.

It took the Anne two months to travel from England to America. They stopped first in Charleston, South Carolina, and then proceeded further south to Port Royal, South Carolina. Here the colonists waited while Oglethorpe ventured ahead with Carolina Rangers to pinpoint the spot where they would settle. They traveled all this way without knowing exactly where they would be living! However, it did not take Oglethorpe too long to locate Yamacraw Bluff, a stretch of land one mile long overlooking the Savannah River. By February 12*, Oglethorpe had gathered all of the colonists at Yamacraw Bluff, and the group set about creating temporary shelters and laying out the new city.

Oglethorpe imagined the Georgia colony to be an ideal agrarian society; he opposed slavery and allowed people of all religions to settle in Savannah even though the charter stated that Catholics and Jewish people were not allowed. Oglethorpe defied this provision of the charter and allowed a group of Jewish people to settle in Savannah during the summer of 1733. In addition to his religious tolerance, Oglethorpe worked with and respected the local Indian tribes. He established a relationship with the Yamacraw Creeks, protecting them from traders who wanted to take advantage of them and settling land disputes with treaties.

Oglethorpe also established a ten-acre garden to the east of the city called Trustee’s Garden. The experimental garden belonged to the Trustees of the colony and was modeled after medicinal and botanical gardens in England. This garden would have plants to be used in medicines and plants for raw materials to make luxury goods, such as mulberry trees to feed the silkworms that the Trustees hoped would thrive in Georgia. Oglethorpe also grew orange trees, apple trees, pear tree, olives, figs, pomegranates, and other fruits that grew well in the warm climate.

But the early days of the colony were soon overshadowed by the threat from the Spanish. Oglethorpe found himself thinking more and more about how he could protect the citizens of the colony from an invasion from the Spanish. He repeatedly asked Parliament and the Trustees back in England for more resources to protect the colony. Often Parliament and the Trustees didn’t provide enough money and resources, and Oglethorpe used his own money to provide everything the colony needed. He knew he could lose everything if the colony didn’t succeed, but he had confidence in the final outcome.

In 1737, on a trip to England, Oglethorpe persuaded King George to make him a colonel in the British army and give him a regiment of soldiers to bring back to Savannah. Oglethorpe had minimal military experience, but he got what he wanted and found himself in charge of protecting not only Georgia but also South Carolina against the Spanish forces to the south.

Travel Brochure

**Your Task:** Create a travel brochure that would excite potential colonists to want to come and settle at Yamacraw Bluff or Savannah (Do this as you are living in this time period. For example you wouldn’t describe the *ruins* of the Colosseum, describe it in its glory gladiator events and all.)

**Instructions:**
1. Turn a blank sheet of computer paper sideways and fold it into thirds.
2. Unfold it and number the sections on the back – from left to right – 5, 6, and 1. I know it seems wrong right now, but in the end it will be right.
3. Flip it over and number the sections on the front – again from left to right – 2, 3, and 4.

4. Now complete each section as follows:

**Section 1:** Write the name of the location (example: “Exciting Rome”) and draw a picture of the location.

**Section 2:** Write the word *History* and briefly describe the important events of that James Oglethorpe might have had happen within his settlements. Draw a map of the location.

**Section 3:** At the top of the section write the name of a specific site the colonist can expect to see as they enter the area known as Yamacraw Bluff or the city of Savannah. Draw a picture of the site and write about why colonist should want to see it. (Why is it important to the colonist? What happens there?)

**Section 4:** Create a fake amusement park for this time period (the 1730’s). Title this section with the amusement park’s name, draw a picture, and write about some of the attractions that colonists can expect to see.

**Section 5:** Title it “Accommodations and Dining”, draw a picture, and describe where the colonist will stay (in other words, the time period’s version of a hotel) and write about the cuisine (types of food) a colonist might eat there.

**Section 6:** Write a paragraph that persuades colonists that location is the best place to take a settle. (*Hint: if it doesn’t make you want to go there, it probably won’t make anyone else want to either.*)
## Paper Bag Puppet

Description: Students should use what they have learned about James Oglethorpe, Tomochichi, and Mary Musgrove to complete the task. See attachment that includes directions to complete the task. Students will need crafting materials such as construction paper, glue, scissors, markers/crayons, etc...as well as a paper bag.

| GSE Standards and Elements | SS8H2 Analyze the colonial period of Georgia’s history.  
  b) Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td><strong>L6-8WHST4</strong>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Social Studies Matrices</td>
<td>n/a</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>Individuals, groups, institutions</td>
</tr>
</tbody>
</table>

Georgia Department of Education
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE
5.31.2017 • Page 21 of 37
Paper Bag Puppet

Your Task: Write a biography of a historical figure along with a list of 10 statements he/she might say. Then create a puppet of that person.

People to choose from:
1) James Oglethorpe
2) Tomochichi
3) Mary Musgrove

Instructions:
1. Research the person you choose using what you have learned in class and the internet.
2. Write a biography of your historical figure which includes:
   a. His/her lifestyle
   b. where he/she lived and
   c. why they were important historically.
3. Write 10 statements this person would have said. These can be taken directly from speeches he/she gave or can be invented based on what you have learned about the person.
4. Create the historical figure’s face (either drawn or in layers of cut out of construction paper) and attach to the top flap of the paper lunch sack.
5. Create clothing (that fits the time period) and attach to the front of the paper bag.

+++Your puppet must clearly represent the historical figure+++
### Circle Summaries of Georgia’s Diverse Groups during the Trustee Period

Description: Students should are to complete the Circle Summary following the directions in the attached document. Students can use the websites listed as well as what they have learned in class to complete this activity.

1. Salzburgers: [http://www.georgiaencyclopedia.org/articles/history-archaeology/salzburgers](http://www.georgiaencyclopedia.org/articles/history-archaeology/salzburgers)

| GSE Standards and Elements | SS8H2 Analyze the colonial period of Georgia’s history.  
|                           | c) Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period. |
| Literacy Standards         | L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
|                           | b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
|                           | d) Uses precise language and domain-specific vocabulary to inform about or explain the topic  
| Social Studies Matrices    | Compare similarities and differences  
| Enduring Understanding(s)  | Movement/migration; Individuals, groups, institutions; Conflict and change |
Circle Summary

Your task: Determine the most important fact for each of the 4 Diverse Groups of Georgia (Jews, Salzburgers, Highland Scots, Malcontents, group of your choice). For the 5th section, see #4 in the INSTRUCTIONS. Draw a picture of that fact in the first box, write the fact in the middle box and respond to it in the last box.

Instructions:
1. Copy this chart onto your own paper. Make it big!
2. In the center of the circle write the name of the unit (as shown below in the circle-Georgia’s Diverse Groups)
3. Write the most important fact you learned for each of the 4 diverse groups the middle box directly above the name of the group. Your 5th group is your choice. You may choose from Yeomen Farmers, American Indians, etc.
4. For each fact draw and color a picture in the first open space.
5. Write a personal response to the fact in the 3rd space. (This reminds me of… I think it is fair/unfair that…)

Georgia’s Diverse Groups

Jews
Salzburgers
Highland Scots
Malcontents

Group of Your Choice

ON THIS SHEET

DO NOT WRITE
# Georgia’s Governor Comparison during the transition into a Royal Colony

**Description:** Students will utilize the following websites to complete the attached Georgia Governor Compare-Contrast Chart document.

**Websites for student use to complete the research:**


## GSE Standards and Elements

| SS8H2 | Analyze the colonial period of Georgia’s history.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d)</td>
<td>Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.</td>
</tr>
</tbody>
</table>

## Literacy Standards

| L6-8RHSS1 | Cite specific textual evidence to support analysis of primary and secondary sources.  
|-----------|---------------------------------------------------------------------------------|
| L6-8RHSS2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  

Compare similarities and differences; identify and use primary and secondary sources

## Social Studies Matrices

- Individuals, groups, institutions; Conflict and change
<table>
<thead>
<tr>
<th>Georgia’s Royal Governors Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Period</td>
</tr>
<tr>
<td><strong>Reynolds</strong></td>
</tr>
<tr>
<td><strong>Ellis</strong></td>
</tr>
<tr>
<td><strong>Wright</strong></td>
</tr>
<tr>
<td>Feelings of Colonists towards this Governor</td>
</tr>
<tr>
<td>Personality of this Governor</td>
</tr>
<tr>
<td>Weaknesses of the Governor</td>
</tr>
<tr>
<td>Accomplishments and Strengths Of this Governor</td>
</tr>
</tbody>
</table>
Why is it Important? Newscast

Description: Using the secondary source attached, students will use the reading to complete the activity. Students will read the two articles from http://www.georgiaencyclopedia.org/ that are attached in order to complete the activity “Why is it Important?” Students will analyze the documents in order to argue why goods and services produced in colonial Georgia helped Georgia grow economically. Students will create a newscast reporting to the people back home in England to help them understand how Georgia has goods and services that are being produced and traded in order to support the economic growth of the colony.

This is a group activity, as students should work together to collaborate, perform, and produce a newscast.

Students will need access to technology to complete the video recording. *If this isn’t available, this activity can be altered to have students perform their skits for the class.

All directions are listed on the handout for the students.

The two documents can be modified based on a student’s readiness using the website https://rewordify.com/index.php

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SS8H2 Analyze the colonial period of Georgia’s history. e) Give examples of the kinds of goods and services produced and traded in colonial Georgia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>L6-8WHST1: Write arguments focused on discipline-specific content. a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>

Draw conclusions and make generalizations

Production, distribution, consumption.
Excerpts from: “Trustee Garden”

“General James Oglethorpe established the Trustee Garden in Savannah in 1734, two years after the founding of the Georgia Trust, the corporate body that governed the colony from 1732 until 1752. The garden comprised about ten acres to the east of the area then settled. Dedicated to botany and agriculture, it reflected the scientific and commercial aspirations of the Trustees and their backers in England; its growth and demise over the next twenty years reflected the realities of climate, geography, and the lack of people on the ground and consistent support from London to further these aspirations.

The garden was to be modeled after the physick and botanical gardens at Oxford and Chelsea in England. The Society of Apothecaries had set up a model garden for medical plants in the seventeenth century. The garden in Savannah was also intended as an agricultural experiment station for the semitropical products, mainly silk and wine, that Georgia was to provide for its English sponsors and for the crown. The leaves of imported white mulberry trees were to feed the worms required in silk culture, and imported vines were to bear noble grapes. Other semitropical and Mediterranean products were to be grown as well, ranging from orange trees and capers to cotton and olives. The objective of this experiment was not so much to develop an indigenous economy as to use local labor—settlers and indentured servants—to provide staples and raw materials for goods to be further processed and consumed in England. They were there to supplant expensive imports from Spain and other Mediterranean areas, according to the mercantilist policies of the colonial powers of the eighteenth century.

Agriculture

Silk production was a major interest in London—and in all of eighteenth-century Europe—since silk products and raw silk were popular among the increasingly well-off English population. The garden, as an experiment station, was to provide large amounts of fresh mulberry leaves throughout the spring to people hired as silk makers. More important, the Trustee gardener was to supply sufficient mulberry seedlings for distribution to the settlers, who were required to plant mulberry trees on their plots as part of their land grants. But silk culture was labor intensive and demanded considerable experience and skills in raising the worms, which needed to be fed continuously during the spring before they wound themselves into cocoons. The Trustees therefore imported Italian silk makers to teach the colonists their trade.

Viniculture promoted in particular by Philip Miller, chief gardener of the physick garden in Chelsea, but the noble grape vines would not flourish, despite the abundance of local grapes. Similar difficulties were encountered in the growth of imported fruit trees, chestnuts, and olives. One of the early gardeners, Joseph Fitzwalter, favored useful crops such as hops for beer and flax and hemp for naval riggings, but little came of these experiments.

One of the major reasons for the lack of agricultural success was the climate. Contrary to the assumptions of the Trustees and their advisors, Georgia was not subtropical but subject to considerable temperature fluctuations, particularly during the early spring. In addition, there was a lack of skilled labor. Silk making in Savannah was beset by constant strife between the Italian experts and local authorities; only in the
German settlement of Ebenezer, with its centralized governance and economy, were silkworms raised consistently on settlers' plots. But although the wife of the minister there set up a reputable sericulture that provided spun silk for fishing lines until the nineteenth century, neither wine nor useful and consistent yields of flax and hemp were obtained in the colony.”


Excerpt from: “Agriculture in Georgia: Overview”

Early History

“Agriculture has played a dominant role in Georgia's economy for more than two and a half centuries, beginning with the settlement by English colonists, led by General James E. Oglethorpe, in Savannah in 1733. One of the major goals of the colonists was to produce agricultural commodities for export to England. To achieve this objective, Oglethorpe sought the advice and counsel of Tomochichi, leader of the Yamacraw tribe. The Indians were skilled in hunting and fishing, and especially in the cultivation of maize (corn), beans, pumpkins, melons, and fruits of several kinds. The colonists learned agricultural practices from the Native Americans, and this collaboration was profitable from the very beginning. They produced enough corn the first year to export some 1,000 bushels to England. They also began establishing enterprises that would produce silk, indigo, and wine, which were especially in demand in England. In 1735 Queen Caroline of England wore a dress made of imported Georgia silk to celebrate her fifty-second birthday. By 1742 Georgia silk had become an important export commodity, and by 1767 almost a ton of silk was exported to England each year. Rice and indigo also became profitable crops during the early years of the colony.

The Trustees of the colony established an experimental garden of ten acres in Savannah and employed a botanist to collect seeds, drugs, and dyestuff from other countries with a similar climate, and to conduct research on how they could be grown in Georgia. This was the first agricultural experiment station in America, and many new crops, including cotton, were introduced. The Trustee Garden was laid out near Savannah with crosswalks bordered by rows of orange trees. The experimental plots were filled with mulberry trees and plants of many different varieties from many lands. The botanist, Hugh Anderson, reported in 1740, "There is a ten acre garden of orange, mulberry trees, vines, some olives which thrive well, and peaches, apples, etc. It must be confessed that oranges have not so universally thriven with us by reason of several blasts of frost in the spring." The mulberry trees provided a food source for silkworms. Other plants in the garden included figs, vines, pomegranates, coffee, cotton, several West Indian plants, and a plant of bamboo cane from the East Indies.”

“Why is it Important?”

Newscast

Your Task: Create a 3-5 minute video news report reporting to the people of England why Savannah is a major influence in the economic growth for colonial Georgia. You are putting yourself in the shoes of a news reporter during the 1730’s Savannah. Your job is to report to gain the support for Oglethorpe from the people back home in the Mother Country of England. As the reporter, you are wanting to help them understand why Savannah is important in the economic growth of Georgia. This should include evidence from the documents, and an interview from a colonist in Georgia. Remember: YOU ARE PRETENDING YOU ARE THERE in this particular time period. Therefore, the interview is fictional, but should seem realistic in regards to what you think the colonists opinions would be.

1. The written portion should include a minimum of three paragraphs in which you include your interview and at least two goods/services produced in Savannah.
2. You must determine what each group member will be doing for the video (director, writer, actor, editor, etc.). One person may do multiple jobs based on numbers in your group.
3. The planning phase of your newscast should include a story board and script for your video. You must have this in order to make your presentation flow. This is essentially your rough draft.
4. Create any costumes, props or backgrounds you’ll need for your video. Remember, you are in the TIME PERIOD of 1730’s Savannah.
5. Rehearse, rehearse, and rehearse.
6. Film and edit your video.
# Savannah Photo Analysis and Reflection

Description: This activity requires the use of the engraving of Savannah in 1734. This drawing along with the description will be used to teach students why water was important to the settlement of Savannah and the historical development and economic growth. Students will analyze the document and answer the reflection questions that follow. You may elect to analyze the engraving and complete the National Archives document analysis sheet for photos. (see website: [https://www.archives.gov/education/lessons/worksheets](https://www.archives.gov/education/lessons/worksheets))

| GSE Standards and Elements | SS8G1 Describe Georgia’s geography and climate.  
<table>
<thead>
<tr>
<th></th>
<th>d) Analyze the importance of water in Georgia’s historical development and economic growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</td>
</tr>
<tr>
<td>Social Studies Matrices</td>
<td>n/a</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>Movement/migration; Individuals, groups, institutions</td>
</tr>
</tbody>
</table>
**Analyze a Photograph**

**Meet the photo.**
What do you see?

- Is the photo?  
  - BLACK AND WHITE  
  - COLOR

- Is there a caption?  
  - YES  
  - NO

If so, what does the caption tell you?

**Observe its parts.**
Circle what you see in the photo.

- What are the people doing in the photo?
- What are the objects used for in the photo?

**Try to make sense of it.**
Who do you think took this photo?

- Where do you think this photo was taken?
- Why do you think the photo was taken?

**Use it as historical evidence.**
Where do you think we could find out more information about the people or objects in the photo?

- How does this photo compare to modern times?

---

Materials created by the National Archives and Records Administration are in the public domain.

Georgia Department of Education
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE
5.31.2017 • Page 32 of 37
Savannah, 1734
Savannah, 1734

The colony of Georgia was founded in 1733 by James Oglethorpe, a British Member of Parliament. Oglethorpe planned Savannah as a place where the poor could come to make a better life. An attempt to produce a “classless society,” this first settlement in Georgia did not permit slavery and limited how much land could be owned. As Oglethorpe’s involvement in the colony diminished, the colonists in Georgia asked to have slavery allowed in their colony. By 1750, Georgia had become a slave-holding colony like its neighbor South Carolina.

This image of the year-old settlement in 1734 shows a grid of streets and squares carefully planned out by Oglethorpe. In the foreground, sailing ships and small boats visit the new port, and cargo is hauled up a steep embankment above the river. The engraving identifies important sites in the settlement: Mr. Oglethorpe’s tent; the courthouse, mill, public oven, and well; the “House for Strangers”; the future location of the church; the fort and guard house among them. The original sketch is attributed to Peter Gordon, who was among the first settlers of the colony and served as its chief bailiff.

Read the introduction and study the image. Then use the evidence from the image and your knowledge of American history to answer the following questions.

1. What evidence is there in the picture that shows that Savannah was a city that was thoroughly planned out before settling?

2. Why do you think James Oglethorpe chose this site for his city? Explain your answer.

3. Because Oglethorpe did not allow slavery in Savannah, what does this tell us about him as a leader?

4. “Non sibi sed aliis” (“Not for self, but for others”) was the motto of James Oglethorpe. Explain how the motto illustrates their desire for a "classless society."

## Culminating Unit Performance Task

### Create a Board Game

**Description:** Students will create a board game using the information learned from this unit. All directions are included on the handout for the students. This task may be completed individually, pairs, or in groups. In order to complete this, students will need the task and SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

- **B)** Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- **C)** Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

**SS8H2 Analyze the colonial period of Georgia’s history.**

- **a)** Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- **b)** Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- **c)** Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- **d)** Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- **e)** Give examples of the kinds of goods and services produced and traded in colonial Georgia.

**SS8G1 Describe Georgia’s geography and climate.**

- **D)** Analyze the importance of water in Georgia’s historical development and economic growth.

### GSE Standards and Elements

<table>
<thead>
<tr>
<th>Literacy Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L6-8RHSS7:</strong> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td><strong>L6-8WHST1:</strong> Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>- f) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>- g) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>- h) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>- i) Establish and maintain a formal style.</td>
</tr>
<tr>
<td>- j) Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>
### Social Studies Matrices

<table>
<thead>
<tr>
<th>Enduring Understanding(s)</th>
<th>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td></td>
<td>d) Uses precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td></td>
<td>e) Establish and maintain a formal style and objective tone.</td>
</tr>
<tr>
<td></td>
<td>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td></td>
<td>L-6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</td>
</tr>
</tbody>
</table>

Use a map to explain impact of geography on historical and current events; Compare similarities and differences, Identify issues and/or problems and alternative solutions, distinguish between fact and opinion

Conflict and change; Movement/migration; Individuals, groups, institutions; Production, distribution, consumption.

---

**Exploration and Colonization Board Game**

Georgia Department of Education
Summative Assignment

Task: Create a board game themed what you have learned about the Exploration and Colonization of Georgia. You will need to create a list of 30 facts, rules, game pieces, cards, the board and anything else needed to play your game. Your final product should be visually appealing and attractive.

Instructions:

1. Write a list of at least 30 important facts from this unit (you may do more) on a piece of paper.
   a. These facts must be used in your game in some way.
   b. The facts need to be thought provoking and true based on what you have learned in this unit.
2. Sketch out the look and design of your game. You may create your own type of game, or you may utilize a version of a board game that already exist.
3. Your game must include detailed instructions. Think back to some of your favorite games. They all include detailed directions that include how you play, score, and win.
4. Create any cards or pieces that will be needed for your game. Use your imagination.
5. Test out playing your game using the exact instructions you wrote.
6. Your board for your game should be made on a poster board or something similar.
   a. Lines should be neat, spaces should be equal sized, and the art should reflect the time period. It needs to look amazing!
   b. Make sure all your work is legible and easy to read.