

Title: **Early Georgia**

Subject: US History

Topic: Settlement and Society

Grade: 11

School: Echols County HS

Wiregrass History Consortium Unit Plan		
GPS Standard:	SSUSH1- Early Settlement (Georgia connection) SSUSH2- Economy and Society (Georgia connection)	
Concept:	Georgia society from settlement to statehood	
Essential questions (2-5 questions) (What you want the students to know.)	1) What was the primary reason for the settlement of Georgia colony? 2) What role did Georgia play in the African slave trade? 3) What was the relationship between Native Americans and English colonists? 4) How did the “early vision” of Georgia begin to change? 5) Was Georgia a debtor colony or something else?	
Elements (What you want the students to understand.)	1a- introduction of slavery in Virginia 2b- Middle Passage 2c- social mobility and individualism	
Launch Activity (Hook)	Class will be introduced to female land ownership in GA as a catalyst in discussing the economy and society of early Georgia (as compared to the other thirteen colonies). Classroom simulation to allow for only female students to own land in the new colony- discussion topic.	
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Holy Experiment, trustees, Tomochichi, Oglethorpe, Savannah, John Wesley, headright system, rice, indigo, buffer, white yeoman farmers, debtor	Skills Chronology, cartoons, sources, graphic organizers
Assessment Evidence: What evidence will show that students met the learning goal?		
Traditional Assessment (Quizzes, Test, Selected Responses)		
MC/TF and Essay Test will be given at end of unit.		
Portfolio Assessment		
Examples of student writing and cartoons will be kept in portfolio folder.		
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)		
A one-act play will be performed by class with characters from Great Britain, Native Americans, France, and Spain. The play will summarize the unit. Students will develop and write the lines for the characters and dress in appropriate costumes.		
Student Self-Assessment		
A Daily Log will be kept by each student		
<i>Length of Unit: 3 days (can vary as needed)</i>		

Differentiation Associated with this unit
Some students will use skills to write, some to act, others to manage skit. All will participate in some form.
Resources and instructional tools:
Powerpoint, SmartBoard, primary sources, video and audio, lecture, group work