

Title: **Settlement of the 13th Colony** Subject: Georgia History

Topic: **Colonization of Georgia** Grade: **8** School: ESMS

Wiregrass History Consortium Unit Plan			
GPS Standard:	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.		
Concept:	Address the reasons for the Georgia's founding, identify the function of the trustees, and identify the area allotted for Georgia in the Georgia Land Grant. Identify importance of Mary Musgrove, James Oglethorpe, and Tomochichi		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What were the reasons for creating the colony of Georgia? 2. What role did the trustees play in the new colony? 3. What were the original boundaries of Georgia? 4. How were Mary Musgrove, and Tomochichi important in the early colony of Georgia? 		
Elements (What you want the students to understand.)	<ul style="list-style-type: none"> • England's reasons for establishing Georgia. • The responsibilities of the trustees in establishing this new colony. • Oglethorpe's original plan for the colony and whether or not it was carried out. • Georgia's boundaries according to the Charter of 1732. • Role of Mary Musgrove and Tomochichi 		
Launch Activity (Hook)	KWL Chart: Have students list what they know, and what they want to know about Georgia's colonization.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Terms Charter colony Proprietary colony Royal colony Trustees Debtors Mercantilism	People James Oglethorpe Mary Musgrove Tomochichi	Places: St. Augustine, Guale, Jamestown Fort King George Yamacraw Bluff Savannah Ebenezer Darien St. Simons Island

Assessment Evidence: What evidence will show that students met the learning goal?

Traditional Assessment (Quizzes, Test, Selected Responses)

Pre-Test/Post-test

Students will work with a partner to research a given question in the unit. Partners will then present answers in large group for discussion.

Portfolio Assessment

- Primary Source document: Georgia’s Charter of 1732 and corresponding questions
- U.S. Map with Georgia’s original boundaries drawn in (according to charter).
- Ga. Map with location’s of Savannah, Ebenezer, Darien, and St. Simons Island labeled.
- Diary entry of what it might have been like to be a colonist on the ship *Ann*.
- 5 W’s and H Chart (handout)Topic: Mary Musgrove/Tomochichi

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Student Self-Assessment:

- Complete the “L” of the KWL chart.

Differentiation Associated with this unit

Small groups- charter is read aloud and in small sections for completion of questions and map.

Peer tutors with map exercise.

Resources and instructional tools:

Textbook

Various posters/photographs of Savannah(plan for city), Tomochichi etc.

Graphic organizer (5 W’s & H) and other handouts:

[Excerpts from Georgia Charter.doc](#)



Charter of 1732 questions.mht



map.doc



Questions for Research.doc



The Five W.mht

