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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 3- Colonial Period in Georgia | |
| **GSE Standard** | **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. | | | |
| **Learning Targets** | I can explain the importance of the Charter of 1732 and identify the key players and their roles in the establishment Savannah. | | | |
| **Essential Question** | How can conflict cause change that has both positive and negative impacts on a society? | | | |
| **Lesson Materials** | | | | **Key Vocabulary, People Events** |
| “Georgia Charter Issued to Trustees”; brief video about the royal charter  <https://www.todayingeorgiahistory.org/content/georgia-charter-issued-trustees>  “Mary Musgrove: A Georgia Biography”; video biography  <http://www.gpb.org/georgiastories/stories/mary_musgrove>  “Royal Charter of the Colony of Georgia”; copy of the royal charter from February 22, 1735; from Georgia Archives Virtual Vault; Citation: Trustees, Colony of Georgia, RG 49-2-18, Georgia Archives  <https://vault.georgiaarchives.org/digital/collection/adhoc/id/395>  “Georgia Colony”; 16 Fast Facts about the Georgia Colony  <https://www.landofthebrave.info/georgia-colony.htm>  “A View of Savannah, Georgia, 1734”; Library of Congress Prints and Photographs Division  <https://www.gilderlehrman.org/sites/default/files/content-images/01273u.jpg>  “James Oglethorpe Meets Tomochichi at Yamacraw Bluff, 1733”  <https://georgiainfo.galileo.usg.edu/gastudiesimages/Oglethorpe%20Meets%20Tomochichi%201.htm>  “Georgia’s Beginnings” Visme  <http://my.visme.co/projects/mxnyw1ow-untitled-project> | | | | * Buffer Colony * Charter of 1732 * Highland Scots * Malcontents * Mary Musgrove * James Oglethorpe * Jews * Philanthropy * Royal Governor * Salzburgers * Savannah * Tomochichi * Yamacraw Bluff |
| **Assessment—Exit Ticket Questions** | | | | **Student Exemplar Responses to the Exit Ticket may include:** |
| 1. According to the Charter of 1732, why was the Georgia colony established?  2. How was Mary Musgrove instrumental in the establishment of the city of Savannah?  3. Explain James Oglethorpe’s initial reason for requesting to establish a colony in Georgia. | | | | 1. defense, economics, philanthropy  2. she served as an interpreter between the trustees and Tomochichi so that they could negotiate the land  3. as a new beginning for those in debt so they could avoid debtors’ prison in England |

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| **Teacher Notes** |
| Real World Importance: Students will learn how the state which they live in was established, and how the diversity of the first colonists helped establish the culture of Georgia.  Significance to Future Learning: If students comprehend history of Georgia, then they have been introduced to American history before taking the course in high school, and thus European history before taking the course in high school or college. |

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| **Lesson Sequence** | | |
| **OPENING**  Time: 8 – 12 minutes | | **Scaffolding Suggestions** |
| Students will view the “James Oglethorpe Meets Tomochichi painting on the white board. As students view, the title should not be visible to them. Instruct students to do a Quickwrite on what they think is occurring in the picture. After students view and write for five minutes, have them share their thoughts in small groups or whole group. | | Provide sentence frames for the Quickwrite. |
| **WORK PERIOD**  Time: 25-30 minutes | | **Scaffolding Suggestions** |
| Students will view the Royal Charter of the Colony of Georgia on their personal devices or projected on the whiteboard. They will answer the following questions:   1. Who made it? 2. When and where was it created? 3. What does it tell you? 4. What does it not tell you? 5. Why was it created?   Next, students will answer the same five questions while viewing the Georgia Charter Issued to Trustees video.  Independently, students will look at their answers to the five questions, and then write 3-5 sentences explaining what they learned about the Charter of 1732. Students will then share their responses with the class as part of a whole group discussion. | | Provide a Venn Diagram for students to observe their own similarities and differences. |
| **CLOSING**  Time: 15 – 20 minutes | | **Scaffolding Suggestions** |
| Students will view “A View of Savannah, Georgia” on the white board as they respond to the following question on their exit tickets:  Write a one paragraph journal entry from the perspective of one of the early groups that settled the colony (Salzburgers, Highland Scots, or Jews). Be sure to mention why you left England, and what life is like for you now. | | Students may write 2-3 sentences instead of a full journal entry. |
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