<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit 1: Colonialism</th>
<th>Unit duration (hours)</th>
<th>10.5 Hours</th>
</tr>
</thead>
</table>

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): What will students learn?

### GA DoE Standards

#### Standards

**SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.**
- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic development.
- d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

**SSUSH2 Describe the early English colonial society and investigate the development of its governance.**
- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- c. Describe different methods of colonial self-governance in the period of Salutary Neglect
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

#### Concepts/Skills to be Mastered by Students

**Information Processing Skills:**

1. compare similarities and differences
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
9. construct charts and tables
11. draw conclusions and make generalizations

Published: Month, Year

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.
### Map and Globe Skills:

7. use a map to explain the impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps

### Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
L11-12WHST1: Write arguments focused on discipline-specific content
L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Essential Questions

#### Factual—

Why was each English colonial region in North America settled?
What was the role of the American colonies in trans-Atlantic trade?
What was the relationship between the American colonists and the American Indians?

#### Conceptual—

How did the economy develop in the American colonies?
How did Salutary Neglect and the Great Awakening influence the development of American colonial government and culture?
How did European immigration and the importation of Enslaved Africans impact the development of American colonial culture?

#### Debatable-

What makes colonial settlements successful?
What makes colonization an economically attractive practice for established nations?
Did the Middle Passage only support the growing economy of the Southern colonies?
How did the colonial societies mirror that of the mother country?

### Assessment Tasks

Published: Month, Year
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List of common formative and summative assessments.

<table>
<thead>
<tr>
<th>Formative Assessment(s):</th>
<th>Summative Assessment(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSUSH1 Multiple Choice1 CFA</td>
<td>Colonialism Summative 2021</td>
</tr>
<tr>
<td></td>
<td>Colonialism Summative ESOL 2021</td>
</tr>
</tbody>
</table>

Learning Experiences
Add additional rows below as needed

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Personalized Learning and Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All USH1, USH2 standards (GSE)</td>
<td><strong>Unit 1 Colonial Era Book Project</strong> Students will create a book showing understanding of key concepts and ideas for the unit. The book includes a summary and illustration for each topic or term.</td>
<td>Students with disabilities will receive individualized instruction, cues, strategies based on IEP</td>
</tr>
<tr>
<td>USH1 standard</td>
<td>Unit 1 American Colonies Map assignment - geography and reasons colonies were established (economic, geographic, social)</td>
<td>Students with disabilities will receive individualized instruction, cues, strategies based on IEP</td>
</tr>
</tbody>
</table>

Content Resources

(From 2021-2 Planner)

**Videos**
- Mercantilism
- Jamestown Colony - Betts

**Visuals**
- New England
- Middle Colonies

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Southern Colonies
Immigration and Slavery
Economic and Social Life

Activities
Unit Study Guide
Unit Vocabulary
Reading 1.1
Questions for 1.1
Reading 1.2
Questions for 1.2

Savvas Realize.com (Textbook resources for Virtual classes)
SE pages:
- Enslaved Africans Provide Labor, 66-68
- The Transatlantic Slave Trade, 67-68
- England and Its Colonial Economy, 70-72
- England Establishes Colonies in North America, 46-47
- England Expands Its Southern Colonies, 50-51
- Puritans Arrive in North America, 53-55
- English Relationships With American Indians, 55-56
- Immigrants Populate the Colonies, 65-66
- Africans in the American Colonies, 68-69
- Differences in Population, 74
- Early Government in the Colonies, 77-79
- The Great Awakening, 80-82

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