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| **Key Concept (s)** | *Key Concept(s) requires a high level of Bloom’s (3-6)* |
| **SS8H1: The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on Native American cultures in Georgia.** |
| *Provide rationale for the Key Concept(s) chosen including why it represents an enduring understanding and how a unit could be anchored in it* |
| *I chose this standard as my key concept because all of the elements under this standard provide support for the standard; meaning that the elements under the standard must be mastered in order for the students to master the standard.* |
| **Essential Questions** | *Provide 3-5 Essential Questions that are student friendly, aligned to the Key Concept, and can be answered from multiple points of view demonstrating enduring understanding and that drive toward mastery of the key concept* |
| *How did the Native American cultures in Georgia develop?*  *What are the reasons for European exploration and settlement in Georgia?*  *What is the impact of European settlements on the Native American cultures in Georgia?* |
| **Summative Assessment**  (create and turn in assessment and any aligning grade tools) | *The summative assessment requires the same level of Bloom’s at the Key Concept; is grade level appropriate; is efficient and effective at demonstrating mastery of the Key Concept* |
| *Students will write an essay (the assignment will ask questions in such a way as to help the students format the paper) describing how the Native American tribes of Georgia developed, the reasons for European exploration and Settlement and the effect of European settlements on Native American Cultures. The students will conclude the paper by offering their personal evaluation (extracted from mastered elements) of the effects of European settlements on Native American cultures. Students will be allowed to use their portfolio to assist with their essay, therefore the quality of their portfolio will directly impact the quality of their essay.* |
| *Provide rationale for your assessment choice* |
| *Evaluating a standard is a level VI (Evaluation). By writing an essay based on the information learned and by concluding the essay with a personal evaluation of the effects European settlements had on Native American cultures in Georgia, students are performing at the level of Bloom’s appropriate to the standard being mastered.* |
| **Standards** | *Fully write the standards, including reference number, that support and align to the key concept, provide the level of Bloom’s that each supporting standard will address* |
| SS8H1 a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. (Bloom’s 2)  SS8H1 c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. (Bloom’s 4)  SS8H1 b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. (Bloom’s |
| **Objectives** | *Write objectives that meet S.M.A.R.T. criteria. Each objective must align to the supporting standard and drive students toward the Key Concept* |
| *SS8H1 a. By the end of the week, SWBAT apply the evolution of the Paleo, Archaic, Woodland, and Mississippian Native American cultures prior to European contact.*  *SS8H1 c. By the end of the second week, SWBAT discuss the reasons for European exploration and settlement of North America and analyze the interests of of the French, Spanish and British on the southeast area.*  *SS8H1 b. By the end of the unit, SWBAT evaluate the impact of European contact on Native American cultures.* |
| **Activities** | *Describe the activities for each objective that align to the same level or rigor; create activities that are engaging and rigorous; identify at least 1 HITS for each activity; identify at least one activity that plans for differentiation* |
| *SS8H1 a. Students will make a time line looking at the development of these cultures.*  *SS8H1 c. Students will make a triple venn diagram to compare the reasons France, Britain and Spain explored and settled North America. Students will use tree map to analyze the interests of France, Britain and Spain on the southeast area.*  *SS8H1 b. Students will participate in a mock trial of the European settlers, the charges against them being genocide of the Native Americans in the southeast area. Students will participate as the prosecution, defense, Judge, jury, defendant and court reporter. Students will be required to conduct research in order to fulfill their role in the courtroom to the best of their ability. The jurors will be required to deliberate and write a summary of their deliberations.* |
| **Formative Assessments** | *Describe a formative assessment for each standard that aligns to the S.M.A.R.T. objective; each formative assessment should be efficient and effective at assessing student understanding of the standard* |
| *Along with various formal and informal checks for understanding during the unit, students will be graded on the three activities listed above. All of the activities (along with any additional work) will be submitted in a portfolio for a grade. Students’ grades will also depend on their participation during the trial and the quality of work on their final essay.* |