

Summer 6-2019

Exploration and Colonization (and Organization!)

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Unit Title	<i>Exploration and Colonization (and organization!)</i>	Course(s)	8th Grade U.S. History
Designed by	Monica Mendiola & Samantha Vogel	Time Frame	26 Days

Stage 1- Desired Results

Establish Goals

Students will organize course materials as resources to prepare for assessment.
Students will learn about the first colonies and examples of representative government in U.S. History.

Transfer

Students will be able to independently use their learning to....

- Develop academic skills and organization skills that will help them later in life
- Explain geography and the way people interact with the earth shapes economics, social structure and history
- Articulate the relationship between the elected and the electors and why this is central to American government

Meaning

UNDERSTANDINGS

Students will understand that...

- Physical and human geographic factors influence major historical (and contemporary) events **8.10**
- There are positive and negative consequences of human modification of the physical environment **8.11 B**
- Physical characteristics influence human geography of a place **8.11 A***
- People and the earth have an interconnected relationship
- People and government have an interconnected relationship that has changed over time

Essential Questions

Students will keep considering...

How are geography and economics of a region connected?
How do regional, social, and political differences develop?
How do people modify and adapt their physical environment?
What should the government's job be?
What should be the relationship between elected and electors?
How did we get the government we have today?
How does organization impact memory and learning?

- Distance from a country, and political traditions contribute to the growth of representative government in colonies

Acquisition

Students will know...

Reasons for Exploration and Early Colonization

- Spain, France, and England had different reasons for exploration (Gold, Glory, God) **8.2A***
 - Spain = Spread Catholicism, colonize new territory
 - *Future southwest U.S., Mexico, Central and South America*
 - France = Trade, economic benefits of new territory
 - *Future north and central U.S., New Orleans est. 1718*
 - Britain = Trade, escaping religious persecution
 - Jamestown 1607 - Virginia Co. (joint stock company) seeking economic opportunity
 - Plymouth 1620 - Puritans escaping religious persecution; some aboard the Mayflower seeking economic opportunity
 - **8.23 A** different racial, economic and religious groups and their reasons for immigration
 - *Future east and north U.S. and Canada*

Physical and Human Geography and Economy of the Colonial Regions **8.2, 8.10, 8.11**

- Different groups of people (**8.23 A**) settled the 13 colonies for different political, economic, social and religious reasons. **8.11**
 - Northern/New England Colonies
 - Physical Geography
 - Forests
 - deep natural harbors
 - Long cold winters
 - Arid, rocky soil
 - Human Geography **8.11, 8.12 C**
 - Port cities

Students will be skilled at...

- Describing physical and human geography **8.10 B,C**
- Recognizing major features of regions of the U.S. **8.10 A**
- Using academic language to describe a region **8.30 A**
- Organize and interpret information **8.29 C**
- Comparing reason for establishment of the 13 colonies (political, economic, religious, social) **8.2 B**
- Analyze physical characteristics of the environment **8.11 A**
- Identify human adaptations and modifications of the environment **8.11 A**
- Writing Cornell-style notes (template provided)
- Organizing important documents for this course to use as future resources
- Record personal assessment data
- Recognize trends in performance on assessments
- Set and reflect upon academic goals

- More densely populated
 - *Future urban/industrial centers*
- Economy
 - Ship-building
 - Fishing
 - Timber industry
 - Mostly craftsmen
 - More dependent on imported goods
- Middle Colonies
 - Physical Geography
 - Moderate climate
 - Cold winters
 - hot summers
 - Good soil for growing grains
 - “Bread Basket” colonies
 - Human Geography **8.11**
 - **8.2 B, 8.25 A** Rhode Island - founded by Roger Williams for religious freedom
 - **8.2 B, 8.25 A** Pennsylvania - founded by William Penn for Quakers
 - Economy
 - Mostly farmers exporting agricultural products
 - Bread Basket colonies
- Southern Colonies
 - Physical Geography
 - Long growing season
 - Hot humid summers
 - Rich, fertile soil
 - Human Geography **8.11**
 - Major export of cotton around the world
 - Plantation system
 - Transatlantic slave trade
 - Less densely populated
 - **8.2 B, 8.25 A** Maryland - founded for Catholics
 - Economy **8.7, 8.12**
 - Development of plantations and agricultural systems
 - Cash crops
 - Indigo, Tobacco, Cotton
 - Majority of people were poor farmers

Representative Government and Its Growth **8.3 B, 8.15 D**

- English foundation of people's and government's rights
 - English Bill of Rights
 - Englishmen had protections from the government
 - *Future principle of the Constitution, Individual Rights* **8.15 D**
 - Magna Carta
 - Limited power of the king/government
 - *Future principle of the Constitution, Limited Government* **8.15 D**
- Mayflower Compact
 - Signed on the Mayflower
 - All agreed to abide by the laws/rules
 - Self-government
 - *Future principle of the Constitution, Popular Sovereignty* **8.15 D**
- Fundamental Orders of Connecticut
 - **8.15 E** Thomas Hooker wrote it on his own
 - Also founded Connecticut
 - Earliest "constitution" setting up the colony's government
- Virginia House of Burgesses
 - First representative legislative assembly
 - Representative = people chose/elected someone to speak for them
 - *Future principle of the Constitution, Republicanism and Popular Sovereignty* **8.15 D**
 - Legislative = law-makers
 - *Future principle of the Constitution, Separation of Powers* **8.15 D**
- Reasons for growth of representative government
 - Distance from Great Britain
 - Political traditions in England

Stage 2- Evidence

Code	Evaluation Criteria	
		PERFORMANCE TASK(S):

A,M A,M M,T	See rubrics for each Performance Task	<p><i>Students will show that they understand by evidence of...</i></p> <ul style="list-style-type: none"> • Jamestown or Plymouth advertisement (Colonization Performance Assessment #1) • Colonial Map, incorporating color and symbol (Colonization Performance Assessment #2) • A reflection on the role of government, the relationship between elected and electors, and the purpose of representative government (Student Government Elections) <hr/> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Weekly quizzes modeled after state assessment questions (STAAR)
A	Quizzes graded in class and students record their score on individual Assessment Tracker . Teacher will keep a Class Average Assessment Tracker that matches.	<ul style="list-style-type: none"> • Homework (example)
A, M	Assigned on Monday, turned in on/before Friday. Graded and recorded by the teacher and returned.	<ul style="list-style-type: none"> • Homework (example)
A, M	Informal check during class.	<ul style="list-style-type: none"> • Daily worksheets • Preambles (daily warm-ups)
A, M, T	After time given in class to prepare and a checklist of expectations, teachers will check organization of binder. If organization does not meet expectation students will have an opportunity to	<ul style="list-style-type: none"> • Binder Checks

A, M, T	<p>demonstrate organization again based on teacher feedback.</p> <p>Students will record their personal assessment data, as well as set and reflect on personal goals.</p>	<ul style="list-style-type: none"> • Assessment Tracker, goal-setting, and reflection
M, T	<p>Student will complete the pre-assessment in day leading up to this unit, and post-assessment after this unit/after in the semester</p>	<ul style="list-style-type: none"> • Organization Pre- and Post-Assessment (semester-long)

Stage 3- Learning Plan

Code	Learning Events	Progress Monitoring
A	<p>Organization Pre-Assessment</p> <p>Day One Introduction</p> <ul style="list-style-type: none"> • First week of school (school procedures), introductions, student survey <p>Review of physical geography</p> <ul style="list-style-type: none"> • Physical Geography terms • Practice observation of pictures and videos <p>VOCAB WORD: Geographic</p>	Exit ticket
A	<p>Day Two Introduction</p> <ul style="list-style-type: none"> • Classroom procedures • Materials check-in <ul style="list-style-type: none"> ○ Students will get checklist/calendar of when they are expected to have materials (binder, 5-tab dividers) for use in class. <ul style="list-style-type: none"> ■ Those who cannot bring supplies are provided for by the school, but students must be responsible for gathering and bringing those supplies to class 	Exit ticket

	<p>by the assigned date.</p> <p>Review of human geography</p> <ul style="list-style-type: none"> Define human geography with examples and non-examples <p>VOCAB WORD: Colony</p> <p>Assessment Tracker Goal-Setting</p>	
A	<p>Day Three - Reasons for European Exploration</p> <p>God, gold, glory notes</p> <ul style="list-style-type: none"> Complete guided Cornell notes on the motivations behind exploration <p>VOCAB WORD: Explore</p>	Notes check
A,M	<p>Day Four</p> <p>Three Countries simulation</p> <ul style="list-style-type: none"> Deepen understanding of motivations by simulating being one of the exploring nations Explore how the motivations differed between exploring nations <p>VOCAB WORD: Motive</p>	Worksheet
A,M	<p>Day Five</p> <p>Jamestown</p> <ul style="list-style-type: none"> Learn about what life in Jamestown was like Reason for establishment: economic <p>VOCAB WORD: Economic</p>	Exit ticket
A,M	<p>Day Six</p> <p>Plymouth</p> <ul style="list-style-type: none"> Learn about what Plymouth was like Reason for establishment: religious (social) <p>VOCAB WORD: Social</p>	Completed Performance Assessment and Rubric Materials check
A,M	<p>Day Seven</p> <p>Performance Assessment #1: create a poster advertisement convincing people to move to either Plymouth or Jamestown</p> <ul style="list-style-type: none"> Materials check 	Notes check
M,T	<p>Day Eight</p> <p>Notes on colonial regions</p> <ul style="list-style-type: none"> Foldable notes with map Physical and human geography <p>VOCAB WORD: Region</p>	
A,M	<p>Day Nine</p> <p>New England focus</p> <ul style="list-style-type: none"> Deepen understanding of New England physical and human geography Explore economics of New England Modern day location of important landmarks <p>VOCAB WORD: Refuge</p>	

A,M,T	<p>Day Ten</p> <p>Middle focus</p> <ul style="list-style-type: none"> • Deepen understanding of Middle physical and human geography • Explore economics of Middle • Modern day location of important landmarks • Organization: set up binder dividers <p>VOCAB WORD: Tolerance</p>	Quiz & binder checklist
A,M,T	<p>Day Eleven</p> <p>Southern focus</p> <ul style="list-style-type: none"> • Deepen understanding of Southern physical and human geography • Explore economics of Southern • Modern day location of important landmarks <p>VOCAB WORD: Agriculture</p>	
M,T	<p>Day Twelve</p> <p>Quiz & Binder Check</p> <ul style="list-style-type: none"> • Covering physical and human geography as well as economy of the three regions 	Notes check
A,M,T	<p>Day Thirteen</p> <p>Spotlight on the Colonies notes</p> <ul style="list-style-type: none"> • Guided Cornell notes about specific colonies <ul style="list-style-type: none"> ○ Maryland = Catholics ○ Pennsylvania = Quakers ○ Rhode Island = religious freedom ○ Georgia = debtors ○ New York = trade hub <p>VOCAB WORD: Profit</p>	Exit ticket
A,M,T	<p>Day Fourteen</p> <p>Mini color lesson</p> <ul style="list-style-type: none"> • Talk to students about tone - whether a color is warm or cool • What does a color's tone tell us? • Connection to physical geography • Come up with colors to represent colonial regions based on physical geography <p>VOCAB WORD: Tone</p>	Exit ticket
A,M	<p>Day Fifteen</p> <p>Mini symbol lesson</p> <ul style="list-style-type: none"> • What is a symbol? • Discuss how symbols can be used to tell our brains about more complex information • Connection to human geography • Come up with symbols to represent colonies' economies & human geography <p>VOCAB WORD: Symbol</p>	Completed Performance Assessment and Rubric
		Exit ticket

T	<p>Day Sixteen</p> <p>Performance Assessment #2: create a map of the regions of the colonies, using appropriate colors and symbols to convey meaning</p>	Graphic Organizer
A,M	<p>Day Seventeen</p> <p>Why government? The rule of law</p> <ul style="list-style-type: none"> Present skits (via iCivics) written to illustrate the purposes of government <p>VOCAB WORD: Government</p>	Completed Election Sheet iCivics teacher report
A,M	<p>Day Eighteen</p> <p>Why representative government?</p> <ul style="list-style-type: none"> Is this better or worse than the alternative? What does this look like? <p>VOCAB WORD: Represent</p>	Completed Performance Assessment
A,M,T	<p>Day Nineteen</p> <p>Who represents me?</p> <ul style="list-style-type: none"> Discuss the distinction between local, state, and federal governments Learn from a guest - someone who represents us <p>VOCAB WORD: Legislate</p>	Notes check
A,M,T	<p>Day Twenty</p> <p>Election sheet & introduction to iCivics</p> <ul style="list-style-type: none"> Answer the questions on the election sheet Set up iCivics account Investigate games on iCivics <p>VOCAB WORD: Civic</p>	
M,T	<p>Day Twenty One</p> <p>Election & reflection</p> <ul style="list-style-type: none"> Vote for a proposal you agree with Answer questions in reflection 	Exit ticket
A,M	<p>Day Twenty Two</p> <p>Representative government tree</p> <ul style="list-style-type: none"> Guided notes about the foundational documents in America <ul style="list-style-type: none"> English Bill of Rights & Magna Carta Mayflower Compact Fundamental Orders of Connecticut Virginia House of Burgesses <p>VOCAB WORD: Political</p>	Exam
A,M,T	<p>Day Twenty Three</p> <p>Foundations of British government</p> <ul style="list-style-type: none"> Understand the purpose of English BoR & Magna Carta Explore the connection between the ideas in these documents & today 	

	VOCAB WORD: Limit	
A,M,T	Day Twenty Four Self-government & the Mayflower Compact VOCAB WORD: Compact	
M,T	Day Twenty Five Review games	
T	Day Twenty Six Unit Exam	

Resources / Materials:

- [Student Unit Overview](#)
- [Unit Concept Map](#)
- [Teacher Unit Calendar](#)
- [Assessment TEKS](#), from Lead4ward Teacher Learning Report
- [Vocabulary Graphic Organizer](#)
- [Notes Template](#)
- [Assessment Tracker](#)
- [Goal-setting and reflection](#)

Mission Bay High School UbD Unit Planner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

Exploration & Colonization

The history of the country known as the United States of America began in **1607**, when the first permanent English settlement was created in **Jamestown** (modern day **Virginia**). But before the Englishmen made this place their home, hundreds of **Native American tribes** lived here with their own traditions and culture. The **English**, along with the **Spanish**, the **French**, and the **Dutch** arrived in the New World (North and Latin America) and brought their language, their religions, and their way of life. They had left their countries in search of **gold** and **glory** and to spread their **God** around the world. They created colonies, where people from their country could live. These colonies, though they were still considered to be part of their “**mother country**,” had to figure out 1) how to make money in their new land (**economics**) 2) how to set up rules/laws for themselves (**politics**).



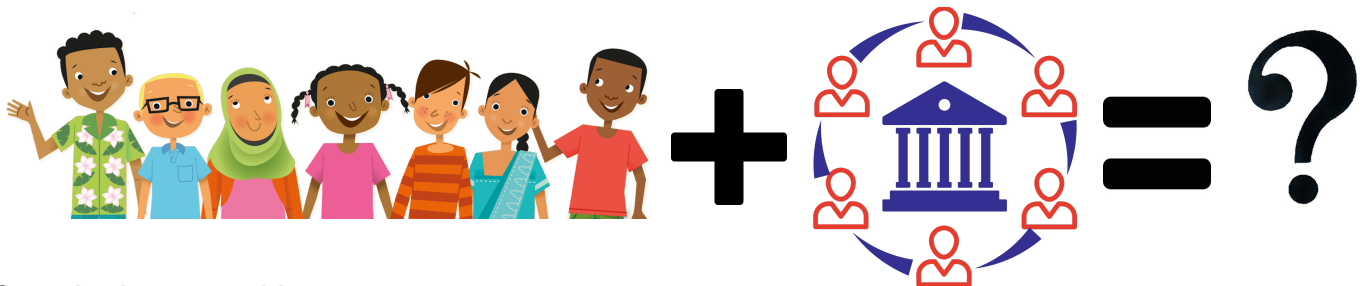
BIG BRAIN QUESTION #1:

What should be the relationship between **people** and the **earth**?



BIG BRAIN QUESTION #2:

What should be the relationship between **people** and their **government**?



Constitution preamble quote

“We the People of the United States...”

The Constitution begins with these famous words, and the history of our country does as well. We begin as a collection of people who share one thing: we live on the same land. Though we don't all share the same language, the same culture, or the same beliefs, we are the people of the United States. Once you live here, you're part of this country, for good or bad.

Calendar of the unit

12 First Day	13 What are some procedures in 8th grade SS?	14 What is physical geography?	15 What is human geography?	16 Quiz or PA <u>**HW due**</u>
19 Why did Europe start exploring?	20 Why do we speak English and/or Spanish?	21 Why is Jamestown significant?	22 Why is Plymouth significant?	23 Quiz or PA <u>**HW due**</u>
26 How were the colonies different?	27 What's significant about New England?	28 What's significant about the Middle? Set up dividers	29 What's significant about the South?	30 Quiz or PA <u>**HW due**</u> <i>First binder check</i>
2 NO SCHOOL	3 What are some important colonies?	4 How does color relate to geography?	5 How do symbols relate to geography?	6 Quiz or PA <u>**HW due**</u>
9 - Govt Is government good or bad?	10 Why do we need rep govt specifically?	11 Who represents me?	12 What is the relationship between elected & elector?	13 Quiz or PA <u>**HW due**</u> Election iCivics
16 - Govt What are the important govt docs?	17 How did British govt influence America?	18 What is self-government?	19 What have we learned?	20 Quiz or PA <u>**HW due**</u> <i>Second binder check</i>

Vocab list

- | | | |
|--------------|---------------|------------------|
| • Freedom | • Social | • Political |
| • Geographic | • Region | • Profit |
| • Colony | • Refuge | • Limit |
| • Explore | • Tolerance | • Legislate |
| • Motive | • Agriculture | • Representative |
| • Economic | • Government | • Compact |

Things to pull through from the last unit (the **PAST**)

- None

Key terms/key ideas to remember (the **PRESENT**)

- European nations went exploring, motivated by God, gold, and glory
- Geography influences economy (the land affects how people make money)
- Colonies develop into different regions with shared characteristics (government, religion)
- Self-government and representative government develop due to distance from mother country
- Political, economic, geographic, social (PEGS)

What will be important later (the **FUTURE**)

- The differences between the New England colonies & the Southern colonies - geography, economy, social - will be extremely important especially in the build up to the Civil War
- Self-government (we rule ourselves) and representative government (also known as **republicanism**) are considered American ideals when we write the Constitution

Fun Facts

- There are 573 federally recognized Native American tribes in the U.S. today

Performance Assessment #1

You will be creating a poster advertising either Jamestown or Plymouth to potential future colonists

- ☐ The name of the colony you are advertising
- ☐ At least two symbols of the physical geography of the colony
- ☐ At least two symbols of the human geography of the colony
- ☐ At least two bullet points or phrases about why people should move to this colony

Grading Rubric

Grade and Feedback	Masters	Meets	Approaches	Not Yet Approaches
Name of Colony	Includes name of colony and name of where it is located	Includes name of colony, spelled correctly	Includes name of colony, spelled incorrectly	Does not include name of colony
Symbols of Physical Geo	Includes three or more appropriate symbols for physical geography	Includes two appropriate symbols for physical geography	Includes two symbols for physical geography, but one is not appropriate	Includes no appropriate symbols for physical geography
Symbols of Human Geo	Includes three or more appropriate symbols for human geography	Includes two appropriate symbols for human geography	Includes two symbols for human geography, but one is not appropriate	Includes no appropriate symbols for human geography
Persuasion	Uses good reasoning and persuasive language to great effect	Uses good reasoning and persuasive language	Uses decent reasoning and/or persuasive language	Does not use good reasoning or persuasive language

Performance Assessment #2

You will be creating a map of the three colonial regions. Your map must include the following items.

- ☐ Three colors, one for each colonial region
- ☐ Mark and label Jamestown
- ☐ Mark and label Plymouth
- ☐ At least one symbol for each region demonstrating climate
- ☐ At least one symbol for each region demonstrating geography
- ☐ One symbol for Maryland
- ☐ One symbol for Rhode Island
- ☐ One symbol for Pennsylvania
- ☐ One symbol for Georgia
- ☐ A compass rose (PAP)
- ☐ A key (PAP)
- ☐ A scale (PAP)

Mini color lesson day

Colors I want to use: _____ for _____ Colonies,
_____ for _____ Colonies, and
_____ for _____ Colonies.

My explanation: _____

Mini symbol lesson day

Symbols I want to use: _____ to represent _____,
_____ to represent _____, and
_____ to represent _____.

My explanation: _____



Rubric

Masters	Meets	Approaches	Not Yet Approaches
Includes an artistic compass rose and well-written description as to why they are important	Includes a compass rose and description as to why they are important	Includes a compass rose OR description as to why they are important	Does not include a compass rose OR description as to why they are important
Teacher notes:			
Chose three appropriate colors for the colonial regions - creatively	Chose three appropriate colors for the colonial regions	Chose two appropriate colors for the colonial regions	Chose one or no appropriate colors for the colonial regions
Teacher notes:			
Chose more than one appropriate symbol for climate for each colonial region	Chose one appropriate symbol for climate for each colonial region	Chose one appropriate symbol for climate for two colonial regions	Did not choose one appropriate symbol for climate for each colonial region
Teacher notes:			
Chose more than one appropriate symbol for geography for each colonial region	Chose one appropriate symbol for geography for each colonial region	Chose one appropriate symbol for geography for two colonial regions	Did not choose one appropriate symbol for geography for each colonial region
Teacher notes:			

Name: _____ Date: _____ Period: _____

Tafolla StuCo Election of 2019

In any election, if I am elected, my job is _____

In any election, if I am a voter, my job is _____

Why is government necessary? _____

Representative government means _____

The role of a student government should be _____

Student government will work with _____

Things I would like my student government to do for me/Tafolla is _____

☐ If other students like my ideas, I would be interested in serving in Student Council.

Name: _____ Date: _____ Period: _____

	Masters	Meets	Approaches	Not Yet Approaches
Use of Vocab	Uses four or more vocabulary terms covered in class	Uses two or three vocabulary terms covered in class	Uses one vocabulary term covered in class	Uses no vocabulary terms covered in class
Use of Example from Class or Life	Uses three or more appropriate examples from class or life	Uses two appropriate examples from class or life	Uses one appropriate example from class or life	Uses no appropriate examples from class or life
Coherent, Complete Thought	Uses complete sentences to convey clear and creative thinking	Uses complete sentences to convey clear thinking	Uses mostly complete sentences to convey clear thinking	Uses incomplete sentences and does not convey clear thinking

Election Reflection

How did it feel to vote in a blind election? *I felt* _____ *because* _____

How would you like our student government to help you? _____

How would you like our local government to help you? _____

How would you like our state government to help you? _____

How would you like our federal government to help you? _____

Homework 1: Due Friday, 8/23 (side A)

Directions (must do all three steps)!!!!

- 1) Write the definition AND
- 2) Use it in a sentence AND
- 3) Draw a picture representing the word

1. Explore:

2. Motive:

3. Economic:

4. Social:

Homework 1: Due Friday, 8/23 (side B)

Directions: Use Talking to the Text as you read this article.

The New World: Jamestown and the "Starving Time"

(modified from a NewsELA article)

After the Spanish, British, and French had been exploring for a while, they began to colonize. In the early 1600s, the Virginia Company of London wanted to establish a settlement in North America. Businessmen invested money in the company, hoping to make a lot more. They had one motive in mind: gold. They wanted to copy the success of the Spaniards. The Spanish were enriching their empire with gold from the Americas.

Britain's King James I granted the Virginia Company a private charter. This gave the company permission to set up the colony in the New World. When Jamestown was founded in 1607, it was named for King James. The colony was located in what is the state of Virginia today. The first settlers included 144 boys and men.

Starving For Gold That Wasn't There

The colonists were commanded to make money. If they failed, support for Jamestown would be cut off. Many of the men spent their days searching for gold, but there was little gold in the area.

Hunting for riches took up most of the colonists' time, and they did little farming. Soon, food ran low. Many colonists fell sick with disease. The first winter in Jamestown was very harsh. This made life all the harder. After one year, only 38 of the original 144 settlers were still alive.

The colony might have perished if not for the leadership of John Smith. Smith took command of the colony. "Work or starve" was his motto. Each colonist was required to do farm work four hours each day.

An accident left Smith badly injured, though, and forced him to return to England in 1609. After he left, the colony again fell on hard times. A new ship of colonists and supplies sank in the Atlantic Ocean. It had been on its way to aid the desperate settlement. The winter of 1609-10 may have been the worst period of all. It is remembered as the "Starving Time."

Business Venture Fails Due To Starvation, No Gold

Disease and hunger ravaged Jamestown. Two desperate colonists were caught stealing supplies. They were tied to posts and left to starve. One colonist even took to cannibalism. The fate of Jamestown hung in the balance. More colonists arrived, including women, which improved things socially somewhat. Few of the new arrivals knew how to farm nor did they have other skills the colony needed.

Jamestown colonists attempted to grow tobacco, a valuable crop. Still, the colony continued to lose money. Finally, King James declared the Virginia Company bankrupt in 1624. It had run out of money. The business venture had failed and was not economically successful.

How Virginia Became The First British Colony In America

Investors lost some 200,000 British pounds, a large fortune at the time. Virginia then became a royal colony, the first in the Americas to be ruled by the British Crown. Investing money in new colonies was a risky business. The investors paid with their money. Many colonists, though, paid with their lives. For every six colonists who ventured across the Atlantic, only one survived.

Scored by: _____ Score: _____ /5 = _____ %

Name: _____ Date: _____ Period: _____

Quiz 2

1. Which statement accurately describes the reasons for establishing Plymouth and Jamestown?
 - a. Both colonies were established to bring wealth to stockholders
 - b. Plymouth's founders intended to produce raw materials, while Jamestown's founders expected to discover gold
 - c. Both colonies were established to limit the expansion of other European empires
 - d. Plymouth was founded as a refuge from religious persecution, while Jamestown was founded for commercial profit
2. Which statement best explains the significance of the Mayflower Compact?
 - a. It limited the power of future colonial governments
 - b. It weakened the influence of religion in government
 - c. It established a form of self-government
 - d. It guaranteed liberties for colonists
3. Which colony's economy was based on shipbuilding and fishing?.
 - a. Virginia
 - b. Maryland
 - c. Georgia
 - d. Massachusetts

Scored by: _____ Score: _____ /5 = _____ %

Name: _____ Date: _____ Period: _____

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 - b. Virginia
 - c. Massachusetts
 - d. Georgia

Reasons for European Exploration:

- To increase wealth
- To spread Christianity
- ?

4. Which reason best completes this list?
- a. To improve efficiency in manufacturing
 - b. To spread democratic ideals
 - c. To locate potential military allies
 - d. To claim new territory
5. Why did the colonists at Jamestown choose a swamp to build the colony?
- a. There were no Native Americans living nearby
 - b. It had mosquitoes that brought diseases
 - c. It had rich, fertile soil perfect for growing crops
 - d. There were lots of mountains to climb
6. What was the name of the group who settled at Plymouth? _____

Reasons for European Exploration:

- To increase wealth
- To spread Christianity
- ?

4. Which reason best completes this list?
- a. To spread democratic ideals
 - b. To improve efficiency in manufacturing
 - c. To locate potential military allies
 - d. To claim new territory
5. Why did the colonists at Jamestown choose a swamp to build the colony?
- a. It had rich, fertile soil perfect for growing crops
 - b. It had mosquitoes that brought diseases
 - c. There were no Native Americans living nearby
 - d. There were lots of mountains to climb
6. What was the name of the group who settled at Plymouth? _____

Name: _____ Date: _____ Period: _____

Vocabulary Tracker

Week # _____ Unit: _____

Today's Topic: _____

Word: _____	
Define It! (formal or simple)	_____ _____ _____
Break It Down! (really look at it)	_____ _____ _____
Use It! (apply it to your life, draw it, etc)	_____ _____ _____

Today's Topic: _____

Word: _____	
Define It! (formal or simple)	_____ _____ _____
Break It Down! (really look at it)	_____ _____ _____
Use It! (apply it to your life, draw it, etc)	_____ _____ _____

Today's Topic: _____

Word: _____	
Define It! (formal or simple)	_____ _____ _____
Break It Down! (really look at it)	_____ _____ _____
Use It! (apply it to your life, draw it, etc)	_____ _____ _____

Today's Topic: _____

Word: _____	
Define It! (formal or simple)	_____ _____ _____
Break It Down! (really look at it)	_____ _____ _____
Use It! (apply it to your life, draw it, etc)	_____ _____ _____

Organization Pre-Assessment

to be used as a Google Form for ease of use, recording and reporting, and student engagement

Agree or disagree scale statement

1. Keeping papers organized is difficult.
2. I generally like to keep my space organized.
3. Being organized is something you can learn to do.
4. Organization is important and helpful.
5. Organizing things helps teacher your brain how to organize information.
6. Being organized means that everything looks nice and neat.
7. Organization is a prerequisite for success**
8. Creative people are not organized
9. Someone has taught me how to be organized
10. I know what to do to get my things and my thoughts organized

** from: <https://eric.ed.gov/?id=ED501312>

Setting up your binder!

Yes, you have to have a binder for this class. Non-negotiable.

You will have a binder for this class, and that binder will stay in this class. Your Social Studies binder will only have things from this class in it, and only your work. We will spend time in class to make sure all our binders are organized, and that you always have the most important documents in your binder. At the beginning of the year (now) we will start by collecting and setting up the binder. Throughout the year you will be graded on your organization through Binder Checks. Binder Checks will not be a surprise, and you will have time in class to keep everything organized in your binder.

First, what do you need?

- ☐ **1 binder - must be at least 1 ½ inches (we have a lot of important things, but don't worry, you don't have to carry the thing around because it never leaves this room).**
- ☐ **5-tab dividers**

Seriously, that's it.

Frequently asked questions:

Q: Does it have to be new?

A: No way!! As long as the binder rings close and you have 5 at least 5 dividers

Q: Can I use it for this class *and* another class, if there is room?

A: **No.**

Q: What is I want to take my binder home?

A: **No.**

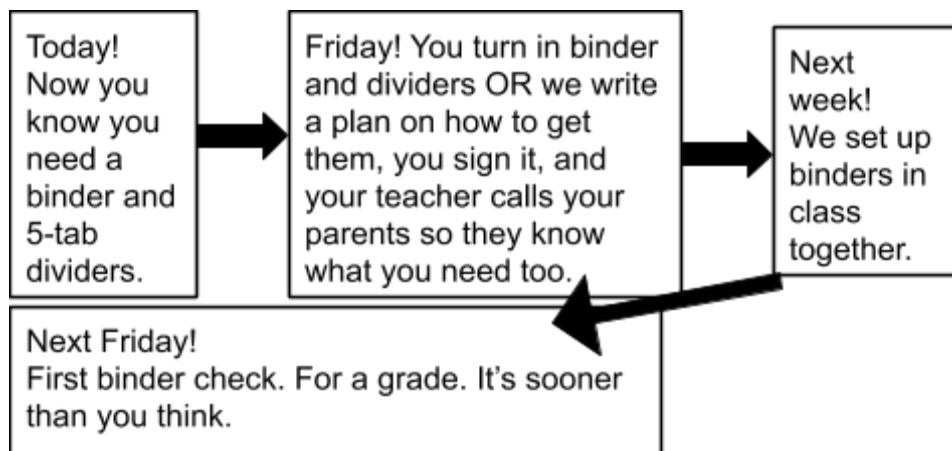
it will live on a shelf with other binders. When you come in the room, pick up your binder everyday. Before you leave, put your binder away on your class's shelf.

Q: What about homework, or other "stuff" I need to work on outside class?

A: You can put your homework and other work to do outside of class in a folder that travels with you, but the binder will not leave the room.

Optional supplies - you do not have to have any or all of these, but they may be useful to you:

- ☐ A "take-home" folder for homework
- ☐ Highlighters or colored pens to use with notes



Just so you know...

Binder Checklist

Your teacher will be looking for the following things during a binder check. If something is missing, or you do not pass the shake-test, you will have another opportunity to get full credit for your binder check either during the same class, during tutoring the same day, or during the next class with the teacher's permission.

- ☐ All papers are hole-punched and clipped into the rings on your binder
 - ☐ Nothing is in pockets of the binder or dividers
- ☐ You have 5 dividers that are labeled in order:
 - ☐ Notes
 - ☐ Important Docs
 - ☐ Concept Maps
 - ☐ Era Overviews
 - ☐ Class procedures
 - ☐ Classwork
 - ☐ Homework
 - ☐ Assessments
 - ☐ Graded Quizzes and Tests
 - ☐ Performance Assessments
 - ☐ Assessment goal setting
 - ☐ Assessment Tracker *completed*
- ☐ All your vocabulary is in front of your first divider
 - ☐ This is week _____ so there will be _____ *completed* vocabulary pages
- ☐ **The Shake-test** (no papers fall out of your binder)

If any part of this list is not checked, I will fix it and be ready for a Binder Recheck on _____ during (circle one: Class, AM tutoring, PM tutoring)!

Student signature

Teacher signature

Assessment Goal-Setting

Assessments are all the different ways for you to show what you have learned so far. They are valuable to you and your teachers, as well as anyone else who is interested in your learning and growth. We will use the Assessment Tracker to see graphically how you are doing on different types of assessments throughout the school year.

Directions: Think and answer below. These goals will help you and people supporting you know what you hope to show you will learn this year.

You can see on the Assessment Tracker that there are three thresholds already listed on the right-hand side of the graph. These thresholds show the percentages that are used on the 8th grade Social Studies STAAR test to show what is approaching, meeting, and mastering learning for this class.

You will now set at least three goals, and create a plan with steps that will help you reach your goals.

Goal One

I will get at least _____ % the assessments this 9 weeks. To do that, each week I will need to _____, and _____ can help my by _____.

Goal Two

I will be able to get _____% at least three times this 9 weeks. To do that I will (pick at least three):

- ☐ Update my Assessment Tracker
- ☐ Do what I said I'd do in goal one
- ☐ Ask for help when I don't understand, I am not sure
- ☐ Come to tutoring
- ☐ _____
- ☐ _____

Goal Three

I will feel proud of my work in this class when _____ because that will mean that I _____. I care about that because _____.

Assessment Reflection

Did you meet goal one? Use your Assessment Tracker, your binder, and your memory to think about why that happened, and explain.

Did you meet goal two? Use your Assessment Tracker, your binder, and your memory to think about why that happened, and explain.

Did you meet goal three? Use your Assessment Tracker, your binder, and your memory to think about why that happened, and explain.

1st 9 Weeks Assessment Tracker

