



Unit Title:	Unit 2- Colonial Development	
Unit Vocabulary:	Key Vocabulary: Part 1 Development of SC Economic System: Barbados Colony Plantocracy Plantation System Headright system Trans-Atlantic slave trade Slavery Impact on Populations: Indentured Servants Enslaved West Africans: <ul style="list-style-type: none"> - Gullah Geechee - Middle Passage Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Cash crops- <ul style="list-style-type: none"> - Carolina Gold (rice), indigo Stono Rebellion (1739) Slave Codes (1740)	Key Vocabulary: Part 2 Mercantilism Triangular trade Cash Crops Raw materials: timber, deerskin, livestock Navigation Acts Salutary Neglect Key Vocabulary: Part 3 Charter of Carolina (1663) -Proprietary Government in SC Fundamental Constitutions of Carolina (1669) Establishment of Charles Town (1670) Split of the South Carolina Colony (1712) - Royal Government (1719) Settlement of SC Backcountry and the Township Plan
Upcoming Common Assessments (MasteryConnect) :	Summative: 9/30 Formatives: 9/25, 9/26	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
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M O N D A Y	<p>Standard (write out): 8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.1. CE: Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can evaluate the reasons why colonists settled in South Carolina.</p> <p>I will learn this through the analysis of primary sources.</p> <p>I will know I am successful when I can determine push and</p>	<p>OSAAT Week 3 Day 1</p> <p>Time permitting: U2 Barbados Carolina Connections Venn Diagram</p>	<p><u>Standards Based Materials & Resources:</u> <u>Why visit SC in 1663? 4Source Analysis</u></p> <p><u>Content/Academic Vocabulary:</u> Barbados, slavery, plantation system, Headright System, Charter of Carolina (1663) -Proprietary Government in SC, Fundamental Constitutions of Carolina (1669)</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter, then move to main lesson -Gifted students Read additional information if finished early -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading text in slides Writing completing graphic organizer slides Listening partners take turns reading aloud Speaking partner discussion <u>Costa's Levels of Thinking/Questioning:</u> Level 1: The Bubonic Plague was a ____ factor for colonists to come to Carolina. Level 2: Please rank the reasons (according to impact) to move to South Carolina during this time period. Level 3: If I were living in London during that time period, I would _____.</p>	<p>Formative: Graphic organizer slides</p>	<p>Evaluation of Push/Pull Factors & Ranking of Influence</p>	<p>Reading text in slides Writing completing graphic organizer slides Inquiry Slideshow activity Organization graphic organizer slides Collaboration students work in groups</p>
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	pull factors for settlement.					
T U E S D A Y	<p>Standard (write out): 8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.1. CE: Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can evaluate the factors of production that caused lucrative rice cultivation in South Carolina.</p> <p>I will do this by rephrasing quotes, and by completing a "Carolina Gold" chart.</p>	<p>OSAAT Week 3 Day 2 KIM Chart-Carolina Colony</p>	<p><u>Standards Based Materials & Resources:</u> U2 Carolina Gold Causation/Textual Evidence</p> <p><u>Content/Academic Vocabulary:</u> Diverse, Barbados, Constitution, Middle Passage, Indentured servant, Slavery, Charter, Proprietor, Headright System, Gullah</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 MLs complete OSAAT and KIM Chart -Have groups read less questions if struggling -Ask gifted students to complete all questions. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading Textual evidence documents Writing in graphic organizer Speaking/Listening Think-Pair-Share <u>Costa's Levels of Thinking/Questioning:</u> Level 1: The physical effects suffered by those who participated in rice cultivation were _____. Level 2: Please Rephrase the following quote in your own words: Level 3: Read the map and answer the following question: Why did they choose these locations?</p>	<p>Formative: Graphic organizers, Map reading</p>	<p>U2 Rice Kingdom Quote and Map Analysis</p>	<p>Reading Textual evidence documents Writing in graphic organizer Inquiry Textual evidence Organization Graphic organizers Collaboration students work in groups</p>

	I will know I am successful when I can paraphrase a primary quote and extrapolate information from a map.					
W E D N E S D A Y	<p>Standard (write out): 8.1. CE: Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p>8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can evaluate the economic impact of indigo.</p> <p>I will do this by analyzing data and drawing conclusions.</p>	<p>OSAAT Week 3 Day 3</p> <p>Constitution Day Exercise</p>	<p>Standards Based Materials & Resources: Extraction of Indigo Activator</p> <p>Indigo: Primary & Secondary Source Analysis</p> <p>Content/Academic Vocabulary: Charles Town, Plantation, slavery, Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Cash crops- Carolina Gold (rice), indigo</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter, Constitution Day (portion, not full), read highlighted parts of Indigo: Primary & Secondary Source Analysis Complete two items on graphic organizer -Gifted students Read additional information if finished early -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Textual evidence documents Writing in graphic organizer Listening partners take turns reading Speaking partners take turns reading Costa's Levels of Thinking/Questioning: Level 1, 2 and 3:</p>	Summative: Textual Analysis	Review Slide 16 in closing.	<p>Reading Textual evidence documents Writing in graphic organizer Inquiry Textual evidence Organization roles within groups Collaboration students work in groups</p>

	I will know I am successful when I complete a textual analysis.		<div>Ⓜ After viewing the video clip, please respond to the following questions.</div> <table><tr><td>1. Based on this video clip, what challenges are involved in the harvest, cultivation, and extraction of indigo?</td><td></td></tr><tr><td>2. As evidenced by the video clip, the activities involved in indigo harvesting and extraction are labor intensive, who do you think was responsible for those activities in Colonial South Carolina?</td><td></td></tr><tr><td>3. Which of the activities do you think would be the most challenging: harvesting or extraction? Why?</td><td></td></tr></table>	1. Based on this video clip, what challenges are involved in the harvest, cultivation, and extraction of indigo?		2. As evidenced by the video clip, the activities involved in indigo harvesting and extraction are labor intensive , who do you think was responsible for those activities in Colonial South Carolina?		3. Which of the activities do you think would be the most challenging: harvesting or extraction ? Why?				
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<div>T H U R S D A Y</div>	<div>Standard (write out): 8.1. CE: Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony. 8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze sources in order to determine</div>	OSAAT Week 2 Day 4 Plantation Problems	<div>Standards Based Materials & Resources: Historical Marker Analysis Background Reading/Questions for Comprehension Content/Academic Vocabulary: Stono Rebellion (1739) Slave Codes (1740) ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 MLs complete OSAAT and Historical Marker Analysis, Stono Rebellion review -Gifted students complete all links -pair struggling students with higher level students -preferential seating -frequent redirects Opportunities to SWRL: Reading Textual evidence documents Writing in graphic organizer Speaking/Listening discussing primary source docs Costa’s Levels of Thinking/Questioning: Level 1: Based on the excerpt, how do owners of plantations make money? Level 2: Summarize the Stono Rebellion (2 sentences). Level 3: What do you think plantations owners did to deal with each of the challenges you listed?</div>	Formative: Graphic organizer	Stono Rebellion Closing Assignment	<div>Reading Textual evidence documents Writing in graphic organizer Inquiry Textual evidence Organization Graphic organizer Collaboration students work in groups</div>						

	<p>the impact of the Stono Rebellion.</p> <p>I will do this by completing graphic organizers within Google slides.</p> <p>I will have learned the material when I can summarize the Stono Rebellion and explain its impact in a paragraph.</p>					
F R I D A Y	<p>Standard (write out): 8.1.CE Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can assess the impact of Gullah and West African culture on the Carolina Colony.</p> <p>I will do this by analyzing multiple sources and drawing conclusions.</p> <p>I will know I am successful when I can help my group explain the culture of the Gullah people.</p>	<p>OSAAT Paragraph Assembly Day</p> <p>Unit 2 Vocabulary exercise</p>	<p>Standards Based Materials & Resources: Gullah People</p> <p>Content/Academic Vocabulary: Enslaved West Africans: Gullah Geechee Middle Passage Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Cash crops- Carolina Gold (rice), indigo</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete OSAAT, vocabulary exercise, and 2 questions in Gullah People -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading article Writing Costa answers Speaking/Listening using and listening to academic language in pairs or groups</p>	Formative: Costa scaffolding	Mastery Connect sample question(s)	<p>Reading article Writing Costa answers Inquiry Slideshow activity Organization Text with questions Collaboration students work in groups</p>

			<p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: 1. What language do the Gullah people speak?</p> <p>Level 2: What is the importance of sweetgrass baskets to Gullah culture?</p> <p>Level 3: How might the Gullah people's isolation on the Sea Islands have helped preserve their culture?</p>			
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