

→ Create a presentation on the Southern Colonies.

Virginia

Maryland

North Carolina

South Carolina

Georgia

→ You will need to include:

1. Why the colonies were founded.
2. How the geography of the colonies may have influenced the settlement of the region.
3. Significant economic activities within the region.
4. The development of representative government in the region.
5. Cultural aspects that describe life in the region.
6. Push factors for settlers who arrived.
7. Pull factors for settlers of the region.
8. Choose FIVE important words to showcase on the paper. These words should hold significant meaning to the region.

For the **One-Pager**:

- Use unlined white paper.
- Choose a TITLE that represents your work.
- Use colored pencils, crayons, or markers. The more visually appealing, the better!
- Fill the ENTIRE page.
- Be purposeful with your work. For example, have a reason for each color you use and where you place information and images.
- Draw a symbolic and colorful border around your work.
- List where you found evidence on your planning page.
- Write your name on the back of the One-Pager.

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| <p>SS5U2.3.2: Describe the daily life of people living in the New England, Middle, and Southern colonies.</p> | <ul style="list-style-type: none"> • Describes the life of settlers in the Southern Colonies based around growing cash crops, also includes the idea that there was not a lot of emphasis on education or religion. | <ul style="list-style-type: none"> • Describes the life of settlers in the Southern Colonies based around growing cash crops. | <ul style="list-style-type: none"> • Cultural details were included but not described. | <ul style="list-style-type: none"> • Cultural details are inaccurate for the region. |
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| Standard | AP | P | PP | NP |
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| <p>SS5.U2.1.1: <u>Describe significant developments in the Southern colonies, including</u></p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies • development of colonial representative assemblies | <ul style="list-style-type: none"> • Five words included with elaborate description. • Identified and elaborately described reasons for founding of colony. • Described more than one geographic factor that influenced settlement. • Identified and elaborately described economic activities of colony. • Identified and elaborately colonial legislatures in the South. • Identified and elaborately described push factors. • Identified and elaborately described pull factors. | <ul style="list-style-type: none"> • Five words included with sufficient description. • Identified and sufficiently described reasons for founding. • Described at least one geographic factor that influenced settlement. • Identified and sufficiently described economic activities. • Identified the government as a representative legislature. • Identified and sufficiently described push factors. • Identified and sufficiently described pull factors. | <ul style="list-style-type: none"> • Less than 4 words included with description. • Identified but didn't describe reasons for founding. • Described a geographic factor, but not significant or applicable. • Identified but didn't describe economic activities. • Government was included but not described. • Identified but didn't describe push factors. • Identified but didn't describe pull factors. | <p>No attempt or...</p> <ul style="list-style-type: none"> • Used only words with no description. • Reasons for founding were incorrect. • Geographic features were not applicable. • Economic activities were inaccurate for the region. • Government development described inaccurately. • Push factors are inaccurate for the region. • Pull factors are inaccurate for the region. |

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| <p><u>CCSS.ELA-LITERACY.RI.5.9:</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>Student goes up and beyond when integrating information and includes a bibliography of additional resources used to complete the project.</p> | <p>Student is able to use their notebooks, schema, and internet resources to gather the information needed to complete the project.</p> | <p>Student uses different resources but is missing factual information needed to meet the social studies standards.</p> | <p>Student does not complete the research to integrate information from several texts.</p> |
| <p><u>CCSS.ELA-LITERACY.W.5.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <p>The one-pager is exceptionally completed with all of the requirements. Furthermore, an additional sheet of paper has been turned in with the explanation of why the 5 focus words were chosen.</p> | <p>The one-pager is completed neatly and meaningful with its given requirements of having a title, 5 words, completely colored, and a symbolic border.</p> | <p>The one-pager is missing one of the requirements.</p> | <p>The one-pager is missing two or more of the requirements.</p> |
| <p><u>CCSS.ELA-LITERACY.L.5.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>No erroneous spelling or grammatical errors. Effort to create a visually pleasing project was above and beyond expectations.</p> | <p>One—pager has very few spelling and grammar errors..</p> | <p>Significant spelling or grammatical errors which impairs understanding for the reader.</p> | <p>Significant spelling and grammatical errors make the project illegible for the reader. No attempt</p> |