

Course: US History I
Unit #1: Exploration & Colonization

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Curriculum Team Members: Joe Fisicaro; jfisicaro@lrhsd.org; Jake Hess; jhess@lrhsd.org; Casey Burk; cburk@lrhsd.org; Devin Dimmig; ddimmig@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey ELA Standards

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

needed.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers
(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

Standards:

- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.G.1 Analyze risks and benefits in various financial situations.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

12 Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Unit Standards:

2014 NJCCC Standard(s), Strand(s)/CPI #

(<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

- 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.

Transfer Goal(s): Students will be able to independently use their learning to analyze how the effects of cultural collision continue to impact the United States today. They will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means (Long Term Goals 3, 4 and 5).

Enduring Understandings

Students will understand that . . .

EU 1

political, economic, and social influences may cause population shifts.

EU 2

Essential Questions

EU 1

- How did the interaction of many cultures after 1492 affect the Americas?
- Why do humans explore?
- What common push and pull factors motivate people to migrate to a new place?

conflict is a result of a perceived need for political, economic, or social change by a population.

EU 3

political, economic, geographic, and social differences shaped culture and life in the colonies.

EU 4

technology has impacted society in both helpful and harmful ways.

- Why did the Atlantic Slave Trade begin and how did it impact the Americas, Europe, and Africa?

EU 2

- What are the consequences of cultural collision? Who benefits and who suffers?
- What lessons can be learned from the Salem Witch trials?
- Why did the different social and economic viewpoints of the colonists and of the British monarch lead to conflict?

EU 3

- Which shaped life most in the colonies: gender, ethnicity, nationality, religion, or social status?
- How does environment impact the economy?
- How does the modern day world continue to feel the effects of the triangular trade?
- Why did democracy start to develop in the new world?
- Was democracy inevitable in the New World?

EU 4

- How did technological changes lead to the collision of cultures?

Knowledge

Students will know. . .

Exploration

- who the first Americans were (EU 1).
- the origins of West African trade and its development (EU 1).

Skills

Students will be able to. . .

- map areas of settlement in North America (EU 2, 3).
- analyze reasons behind settlement and consequences of settlement (EU 1, 2, 3, 4).
- read and analyze primary source documents to determine different points of view (EU 1, 2, 3).

- the process by which Native Americans may have come to North America and by which Native American groups and cultures developed (EU 1).
- the conditions in Europe in the fifteenth century that led to exploration and settlement (EU 1).
- the events that led to contact between Europeans and West Africans (EU 2).
- the roots of the system of slavery practiced in the Americas (EU 1, 2).
- the consequences of Columbus's journey to the Americas (EU 2, 4).
- the effects of European conflict with the people of the Americas (EU 2, 4).

Colonization

- the differences of each colonial region and how these impacted the economy, government, and culture of settlers (EU 3).
- how democratic principles developed in the colonies (EU 3).
- how and why Jamestown and Plymouth Rock initially struggle but manage to survive (EU 1, 3).
- the nature of the relationship between colonists and Native Americans in different parts of America (EU 2).
- the rate of immigration and demographic changes that occurred during the settlement period (EU 1).
- the role slavery played in the colonial economy and culture (EU 1, 3).

- draw inferences from factual material (EU 1, 2, 3).
- recognize and interpret different points of view (EU 1, 2, 3).
- detect bias in data presented in various forms (EU 1, 3).
- compare and contrast the credibility of differing ideas or accounts (EU 1, 2, 3).
- formulate a historically defensible claim (thesis statement) (EU 1, 2, 3, 4).

Stage Two - Assessment

Other Evidence:

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Exploration

- Read and discuss a current primary source document. Discuss what a reader must take into account when using primary source documents- who the creator of the document was, what their purpose was in creating the document, and any pertinent circumstances surrounding the creation of the document **(A, M) (Long Term Learning Goals)**.
- Analyze modern day news articles to determine bias and credibility of various sources **(M, T) (Long Term Learning Goals)**.
- Read and analyze/discuss primary source documents about Columbus's discovery from varying viewpoints. As a class, discuss what information can be gathered from these documents and what information must be taken into account while reading. Compare and contrast viewpoints using a Venn diagram **(A, M) (EU 2)**.
- Create Google Slides presentations on the major explorers of the time period with the background of the explorer, reasons for exploration, area explored, and any consequences of that exploration **(A) (EU 1, 2, 4)**.
- Create a map illustrating the reach of European mercantilism across the globe. Identify the location of colonial claims by European powers, the person/people responsible for making that claim, and sought resources in those areas **(A) (EU 1, 2)**.
- Select a favorite meal. List the ingredients of that meal. Using chromebooks, research the history of the ingredients to find out where the food source originated. Read a chart: Columbian Exchange. Now have students highlight how much of their meal is a product of the Columbian Exchange **(A,M) (EU 1, 2, 3)**.
- Create a chart that identifies the goals, country of origin, fortunes sought, and lands/people contacted by each explorer **(A) (EU 1, 2)**.

- Brainstorm the goals and motives of an explorer. From that, define the common goals and motives of explorers. Based upon these components, identify and research a present day explorer. Present findings to the class (i.e. Medicine, Technology, Space, Education) **(A,M,T) (EU 1, 4)**.
- Students will map the Transatlantic slave trade routes and will fill out a graphic organizer about which countries participated in slave trade during this time period **(A) (EU 1)**.
- On chromebooks, have students use the website <http://www.slavevoyages.org> to research and discuss the statistics for Trans-Atlantic slave voyages **(A) (EU 1)**.
- Analyze and discuss the impact of the Transatlantic slave trade by watching the TedEd video “The Atlantic Slave Trade: What Too Few Textbooks Told You” and clips of *Roots*, *America: The Story of Us*, and *Amistad* **(A, M) (EU 1, 2, 3, & 4)**.
- Students will read primary source documents about the Transatlantic slave trade and the Middle Passage. After analyzing these documents, the students will create a design for a memorial for those that died during the Middle Passage **(A, M, T) (EU 2, 3, 4)**.

Colonization

- Students will be able to examine documents *collaboratively*, bucket the topics into appropriate categories, and utilize a chickenfoot diagram to create a defensible thesis **(A, M) (Long Term Learning Goal)**.
 - Suggested questions:
 - What caused the starving time at Jamestown?
 - What caused the Salem Witch Trial Hysteria of 1692?
- Create a timeline showing the North American colonial holdings and their expansion during the 16th/17th/18th centuries. Using a blank outline map, label each of the countries colonizing in this area. Using transparent overlays/Google Slides/Gif show the growth of each countries’ colonial holdings and overlapping **(A) (EU 1, 2, 3)**.
- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1)**.
- Create a graphic organizer of the thirteen colonies depicting reasons for founding, environmental factors, issues that arose, and governmental structure **(A) (EU 3)**.
- Read and analyze primary source documents that discuss the hardships faced by the colonists **(A) (EU 2)**.
- Read primary source documents concerning governmental structure of settlements and colonists and compare and contrast **(A,M) (EU 2, 3)**.
- The early colonists in North America established thriving economies using the continent’s abundant natural resources. Research to learn more about the economic activities in the states that make up these regions today, especially those that use natural resources. Then, use your findings to write a summary of the interaction between people in these regions and their natural environment **(A, M) (EU 3)**.
- Research the political, social, economic, and religious activities within the English/French/Spanish colonies and then make a chart highlighting these and compare and contrast. Explain which of these countries’ colonies you would want to belong to and why **(A, M) (EU 3)**.

- Choose one colony in North America and write an essay or create a chart that explains the causes and effects of its founding **(A,M) (EU 3)**.
- Compare the development of slavery in New Jersey to the development of slavery throughout the rest of the colonial regions **(A, M) (EU 1, 2, 3)**.
- Compare New Jersey's treatment of local Native American tribes (the Lenni-Lenape, etc.) to other colonies and regions **(A, M) (EU 1, 2, 3, 4)**.
- Select a North American colony. You have been asked by the governor to assist in population development. The health of your colony depends on increasing population. Showcase your colony in a way that will attract new settlers. Provide rich and accurate accounts of why newcomers should settle in your selected area **(A,M) (EU 3)**.
- Pick an area of the world where conflict has occurred as a result of cultural collision. As a local news anchor, report on the economic, political, and social changes that have influenced the situation **(A,M,T) (EU 1, 2)**.
- Write a thesis in response to the question "What caused the Salem Witch Trial hysteria?" **(A,M) (EU 2, 3)**
- Should Thanksgiving be a national day of mourning? Students will read the speech by Frank James (National Day of Mourning), and research his claims. Students will also read past presidential Thanksgiving Proclamations, and they will write a reaction as to whether it is appropriate to celebrate Thanksgiving **(M,T) (EU 3, 4)**.
- Create Your Own Colony: In groups, students will play the role of a group of settlers that has been granted the right to settle a colony. The colony can be placed anywhere students choose. Provide students with copies of resources (possibly: History Interactive: Jamestown: A colony survives, Channel Awesome: Europeans Establish Colonies Interview, Transparency: Life in the Colonies, Online Map Bank: United States and Canada: Physical). Allow them time to review the materials to become familiar with the circumstances in different colonies, the challenges that colonists faced, and the solutions they devised to meet those challenges. Then, give the groups time to formulate answers to the questions below. In groups, students will present their colony to the class. Alone, each student will write an essay reflecting on the questions below, using primary source documents within the essay as evidence **(A,M) (EU 2 & 3)**.
 - In what general area would you place your colony? Why?
 - What kind of geographical setting what you choose within that region? Why?
 - What would be the basis of your colony's economy? Why? What other activities would be important? Why?
 - What form of government would you choose for your colony? Why? How would it work? How would you treat dissent critics?