

# Unit 1 Early British Colonies 1558-1763

Content Area: **Social Studies**  
Course(s): **U.S. History I**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## **Enduring Understandings**

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Enduring Understandings are statements summarizing important ideas and core processes that are central to the content and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

- Expansion is a natural condition of human society.
- Conflict is often inevitable when diverse and competing societies make contact.
- Technologically stronger societies dominate weaker ones.
- The transculturation of the emerging Atlantic World (Native Americans, Africans, and Europeans) brought about long-term positive and negative affects that affect present society.

## **Essential Questions**

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An essential question is the important, essential, essence of the learning. They signal genuine, important, and necessarily-ongoing inquiries into learning. Below are examples of essential questions used in Unit I, Early British Colonies.

- How did the challenges of life in North America effect the lives of the settlers?
- What were the social, political and economic consequences of contact between Europeans, the indigenous peoples of North America, and the advent of slavery?
- To what extent did representative government exist in the colonies?
- Who exercised the franchise and with what justification?
- What rights did women possess?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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SWBAT analyze the era of colonization

- understand the differences of the New England, Middle, and Southern colonies
- examine the treatment of minority groups over time.

- explain, via media, the origins of the 13 colonies
- analyze the interactions of various cultures as they came together for the first time
- evaluate the contributions of minority groups over time.
- predict factors that would lead the colonies to seek their independence

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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.D.1.a Explain the consequences to Native American groups of the loss of their land and people.

Compare the point of view of two or more authors to understand the impact disease, war, and other conflicts had on Native American peoples during this time period. RH.9-10.6 6.1.12.D.1.a

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.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.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.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.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.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.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European

governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

## **Lesson Titles**

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Lesson titles refers to the specific learning that will occur during an individual lesson and may or may not be the student learning objective.

- DBQ analysis focusing on documents from early explorers and settlers.
- Social, political and economic consequences of contact between Europeans, the indigenous peoples of North America, and the advent of slavery.
- Economic and labor systems in Virginia and other southern colonies.
- Similarities and differences among the colonies that led to economic success and the establishment of differing societal norms, etc.
- The puritans, and why they left England (The Trials of Anne Hutchinson and Mary Dyer)
- Religious beliefs and political beliefs and practices of the Bay Colonies.
- The Rights of Women in Colonial America (Tituba, Phillis Wheatly, Dorothy Creole, Daughters of Liberty, Abigail Adams, Deborah Sampson, Pocahontas, Penelope Barker, etc.)
- Religious descent in New England.
- King Phillips War, the Glorious Revolution and the founding of the middle colonies.
- Central features of the middle colonies.
- Compare and contrast political, economic and social elements of the colonies.
- Screencastify commercial for a colony.
- Enduring American themes: individualism, pragmatism, egalitarianism, exceptionalism and land of opportunity, and opportunity of the land.
- Cultural life in colonial America.
- Notable People of the Colonial Era: Native Americans, Slaves, Women, and Founding Fathers.
- From Indentured Servitude to African slavery: Examining Slavery from Transport to Auction
- Settlers and Indians.
- The lives of minorities in colonial America.

## **21st Century Skills and Career Ready Practices**

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Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Media Literacy

Communication and Collaboration

Global Perspectives

Civic Literacy

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

## **Inter-Disciplinary Connections**

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English Language Arts

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

- DBQ analysis on the Clash of Cultures using documents of early explorers and settlers (Evaluating, creating)
- Writers' Workshop: Thesis statement writing & syntax strategies (Understanding, applying, evaluating)
- Socratic Questioning (Needs more? Socratic Seminar of what?)
- Deductive/Inductive analysis ?
- Thematic thinking ?
- Annotating primary/secondary sources aligned to unit (analyzing, evaluating)
- Lecture: understand the differences of the New England, Middle, and Southern colonies (Understanding)
- Artifact analysis through the Jamestown and Williamsburg websites (analyzing, evaluating)
- Linking historical events to create cause and effect timeline (Remembering through Evaluating)
- Video analysis through America the Story of Us and The Crossing (Analyzing, synthesizing/evaluating)
- Explain, via media, the origins of the 13 colonies (Understanding through evaluating)
- Collaborative Learning in creating a commercial advertising push and pull factors for the various colonies.
- Delsea One
- SWAG

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## **Modifications**

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

## **Instructional Modifications/Accommodations**

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- teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of

completed/correct notes to study from

- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

## **IEP & 504 Modifications**

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- Repeat information and directions.
- The SHEG lesson provides a modified text for lower-level readers.
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the

student is expected to be testing on understanding that paragraph or quote to answer future questions.

Use with historical documents.

- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

## **G & T Modifications**

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- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG



## **At Risk Modifications**

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- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

## **Formative Assessment**

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Warm-up:

- Document review
- Q&A dealing with colonial development

Anticipatory Set:

- Reflect upon how the precepts of Western Civilization affected life in the English Colonies
- Consider English settlement in light of European competition for resources
- Evaluate how the Reformation and religious values affected life in the English Colonies
- Be cognizant of the diverse Indian cultures inhabiting North America at this time.

Learning Activities:

- Teacher Observation
- Socratic Seminar
- Graded and Ungraded Quizzes
- Brainstorming
- Linkage!
- Written Summary
- Q&A
- 1 Minute Essay
- Whip Around
- 3-2-1- from the previous day
- Multiple multiples
- Mini DBQ

Closure:

- Exit Ticket
- 1 minute essay
- Q&A

## **Summative Assessment**

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Essay comparing and contrasting the New England and Southern colonies.

Quizzes on the location of the colonies and impact of minority groups in the colonies

Exams dealing with the development of the New England, Middle and Southern colonies.

Presentations of the commercial created by students using Screencastify

Benchmark Assessments: Marking Period Assessments for the first quarter.

## **Benchmark Assessments**

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- Skills-based assessment
- Reading responses
- Writing responses

## **Alternative Assessments**

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- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

## **Resources & Materials**

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General Resources:

- DVDs: America: The Story of US by the History Channel. Segments on the creation of a successful

tobacco crop by John Rolfe.

- The Crossing by the History Channel. Segment on the voyage of the Mayflower across the Atlantic Ocean
- DBQ on Clash of Cultures taken from Document Based Assessment for US History by Walch Publishing
- Prentice Hall US History Textbook
- Historic Jamestown Website
- Colonial Williams Website
- United States History (Pearson/Prentice-Hall)

#### National Women's History Museum Resource:

- Claiming Their Citizenship: African American Women (1624-2009)

#### Amistad Commistion Resources:

- The Emerging Atlantic World
- Florida Maroon Societies
- Stono Rebellion
- Anthony Johnson
- African Americans During Colonial Times