

2017 Honors Unit 1 Cultures Collide: Exploration of North America by Europeans

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

Enduring Understandings

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

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)

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

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

- DBQ analysis focusing on documents from early explorers and settlers.
- DBQ writer's workshop and peer editing time
- 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 minoritized groups in colonial America. [The Free Man podcast](#)

21st Century Skills and Career Ready Practices

Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Media Literacy

Communication and Collaboration

Global Perspectives

Civic Literacy

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

ELA

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.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.

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

- DBQ analysis on the Clash of Cultures using documents of early explorers and settlers
- Thesis statement writing
- Syntax strategies
- Socratic Questioning
- Deductive/Inductive analysis
- Thematic thinking
- Annotation writing

- Pair/Share
- Lecture
- Whip around
- Artifact analysis through the Jamestown and Williamsburg websites
- Linking historical events
- Video analysis through America the Story of Us and The Crossing
- Collaborative Learning in creating a commercial advertising push and pull factors for the various colonies.
- Delsea One
- SWAG

Modifications:

Formative Assessment

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

FRQ Essay, in line with the AP central guidelines for test prep, comparing and contrasting the New England and Southern colonies.

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

[Virtual Museum Questions](#)

Quizzes on chapter one and two tier three words from the AMSCO book

Exam dealing with the development of the New England, Middle and Southern colonies aligned to the AP test

Presentations of the commercial created by students using Screencastify

Marking Period Assessments for the first quarter

Short-Answers on the issues of slavery, economic development of the colonies, and mercantilism as provided by the AMSCO text and AP central

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios
Portfolios

Resources & Materials

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

[Jamestown wives article](#). (Establishment of Gender norms)

[Jamestown and Native American](#) relations.

[Native American](#) perspective of Thanksgiving.

AMSCO Publishing AP Prep

Cengage test generator

The American Pageant

AP Central

5 steps to a Five

Historic Jamestown Website

Colonial Williams Website

Chromebooks

Screencastify Add on

Smartboard for notes correlating to lessons.

Google Docs

Google Classroom

Kahoot

Quizlet

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