Transfer
The French and Indian War provided a training ground in warfare and the development of Enlightenment principles which resulted in American independence.

Enduring Understandings
American colonies were geographically divided into three regions based on the contributions of natural resources which created different economies (NE, Middle, South).

Each region developed its own identity with varying governments, social classes, cultural norms based on these economies and their European roots.

The reasons for the settlers coming to the New World varied between the regions.

The interaction between settlers and Native American tribes sometimes led to cooperation and other times ended in conflict.

Independence is the freedom to act, think, speak without control and exercise sovereignty over one’s destiny.

American economic independence led the colonies to refute British attempts to restrict and tax their freedom.

The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau.

Essential Questions
What are the similarities/differences in the problems faced by colonial settlers and those facing Americans today and how do the responses compare?

How does geography affect a people’s cultural and economic development?

What does it mean to be independent?

What ideas and constrictions molded the American character and led to American Independence?

How did the European Enlightenment thinkers influence the formation of America’s first government?
**Content**

**Vocabulary:**

Triangular Trade, Mercantilism, Huguenots, natural rights, sovereignty, squatters, militia, social contract, federalism, confederation, quartering, social, political, economic, cultural

**Resources**

*American Nation & Interactive Gallery*

*The Gilder Lehrman Institute of American History*

Google Classroom

Google Slides

Google Docs

Chromebooks


DBQ Packets

Graphic Organizers

Document Camera

YouTube

Maps

Twitter

Remind 101

Student Notebooks

Political Cartoons - *Join or Die*

NewsELA

NHD

Graphic Organizers
People and Events

Standards

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.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.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

SOC.6.1.12 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.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

SOC.6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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.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.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.


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

LGBTQ & Persons With Disabilities

LGBTQ:
• Criminalization of same sex relationships and cross dressing in MA and VA from founding- penalties included fines, whipping, jail and execution.
• Thomasine Hall- aka Thomas Hall- was an English intersex person in colonial VA who wore both men's and women's clothes. Hall was investigated for dress and a relationship with a women in 1629.
• Two Spirit- Native American explanation for gay/lesbian practices which were mostly accepted.

Persons with Disabilities:

• Cotton Mather FRS was a New England Puritan minister, prolific author, and pamphleteer. He left a scientific legacy due to his hybridization experiments and his promotion of inoculation for disease prevention, though he is most frequently remembered today for his involvement in the Salem witch trials, Mather suffered from a speech impediment and learned to control his stammer.

Resources:

Disability History Timeline (National Consortium on Leadership and Disability for Youth)
Telling All Americans’ Stories (TAAS) Disability History Series (National Park Service)
https://www.tolerance.org/
https://www.disabilitymuseum.org/dhm/edu/lesson_results.html
http://www.pbs.org/weta/throughdeafeyes/
https://ncd.gov/
outhistory.org- legal case of Thomas(ine) Hall VA march 25, 1629
qspirit.net

• NPS Series: LGBTQ and Native Americans / Two-Spirit Tradition
YouTube Videos about Two Spirit People

- Two-Spirit People Voices. Frameline Films. (22 Minutes). [https://www.youtube.com/watch?v=8JcmAoderl4](https://www.youtube.com/watch?v=8JcmAoderl4)
  An overview of historical and contemporary Native American concepts of gender, sexuality and sexual orientation and two-spirit tradition.
- As They Are: Two-Spirit People in the Modern World – USC Department of Anthropology. (18 minutes). [https://www.youtube.com/watch?v=AYGxZL870ZE](https://www.youtube.com/watch?v=AYGxZL870ZE)
  Reference for teachers. Provides a first person account from several individuals about two-spirit people as well as the insights from gay two-spirit people.