Unit 2: Colonization and Conflict

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **November - December**
Status: **Published**

Unit Overview

In this unit, students will become more familiar with the American colonies. It begins with the establishment of the 13 English Colonies, then moves into a more in-depth look at what daily life was like in the colonies. Students will have the opportunity to compare and contrast colonial life between the New England colonies, Middle Colonies, and Southern Colonies. As students look at life in the colonies, they will explore it along major themes such as economics, governments, as well as ways of life.

Standards

SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Essential Questions

- What factors influence immigration and how do immigrants choose their destination?
- How did life change for the Native American settlements when Europeans came to settle in the Americas?

- How does trade affect the development and lifestyle of a colony?

Application of Knowledge: Students will know that...

- Ben Franklin's accomplishment included: publishing newspapers almanacs, studying electricity, and political activism.
- in colonial America, farmers most commonly grew wheat, rye, oats, tobacco, indigo, and rice.
- religious disagreements were a primary factor in the growth of the New England Colonies.
- supply and demand impact the free market system.
- the Middle Colonies developed as an important farm market region.
- the planation system affected the development of slavery.
- the Southern Colonies mainly relied on raising cash crops.
- the vast majority of early colonists were farmers.
- there is a difference between indentured servants and enslaved captives.

Application of Skills: Students will be able to...

- compare and contrast frontier life to coastal regions and cities.
- correlate information between two or more maps to reach conclusions based on a combination of factors.
- create a physical model baed on written information.
- define key terms including: frontier, plantation, agriculture, cash crops, industry, triangular trade, Middle Passage, and militia.
- evaluate the effect of the slave codes on the lives of African captives.
- explain the farming industry in colonial America.
- extrapolate the main idea and supporting details from written information.

Assessments

- Diagnostic: Creating Captions
- Formative: Webquest - Research the origins of an assigned American colony.
- Formative: Colony Ad - Create a poster for one of the thirteen colonies. The poster should reflect reasons people went to that colony in its advertisements.
- Summative: 13 Colonies Test - Test encompassing the establishment of the 13 English Colonies
- Summative: Diorama - As a culminating performance task, the students will work in partners to create a diorama in which they illustrate a colonial town, city, or plantation.
- Diagnostic: Interpreting Cartoons - Read colonial cartoons and explain the reasons colonists came to America.
- Formative: Slave Trade Mural - Read colonial cartoons and explain the reasons colonists came to America.
- Formative: Venn Diagram - Create a Venn Diagram to compare and contrast slavery and indentured

servitude.
- Formative: Venn Diagram - Create a Venn Diagram to compare and contrast frontier life and coastal life.
- Summative: Life in Colonies Test - Test encompassing life in the thirteen colonies.
- Summative: Mid Year Benchmark - Students will take a mid-year benchmark assessment on American history from the time of the first explorers to the establishment of the thirteen colonies. They will be tested on higher-order questions, creative thinking, geography questions, and significant events.

Suggested Activities

- Throughout the unit, students will create an interactive notebook.
- Performing a Historical Skit- working with a partner or a small group, students will write and perform a historical skit featuring indentured servants in colonial Massachusetts, apprentices in colonial Philadelphia, or settlers in the North Carolina back-country
- Presenting a News Report- working with a partner or a small group, students will write and present a television-style news report of news in the colonies
- Use maps to plan a route from New York City to Buffalo
- Complete a worksheet about the practices William Penn instituted in his colony
- Students will research their own family history and present their findings in an oral report
- Create a pamphlet advertising goods produced in the colonies
- Create a series of journal entries about a captured African
- Participate in a jigsaw activity comparing and contrasting life in the major cities: Philadelphia, New York, Charles Town, Williamsburg and Boston.
- Webquest: Research "The Great Awakening"
- Create a poster of the people associated with plantation life

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies

- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Creation fo vocabulary cards with pictures to help with visualization
- create an illustrated poster of crops growing in the colonies.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: frontier, plantation, agriculture, cash crops, industry, triangular trade, Middle Passage, and militia

Content specific modifications to extend learning for gifted students may include:

- Write a journal entry as a student in the Massachusetts Bay Colony
- Write a journal entry comparing life in a New England village to contemporary life in Green Brook
- Find the highest point in each of the original thirteen colonies, then find and list the closest town to that

point.
- Write a journal entry of an experience on the Middle Passage
- Research the Stono Rebellion and write a five paragraph essay about the event.

Integrated/Cross-Disciplinary Instruction

Science teachers may want to teach students at this time about the different climate regions of the United States and in particular focus on the different ecology found throughout the original thirteen colonies of the USA.

Resources

- Macmillan/McGraw-Hill Our Nation textbook (c)2005
- Macmillan/McGraw-Hill Our Nation Practice and Activity Workbook isbn:0021503907
- Discovery Education
- Liberty Kids
- BrainPop
- Schoolhouse Rock
- http://interactivesites.weebly.com/social-studies.html
- Readworks

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.