

# Unit 3- New World Settlements

Content Area: **Social Studies**  
Course(s): **Social Studies 7**  
Time Period: **November**  
Length: **6 weeks**  
Status: **Published**

## Unit Summary

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The early North American settlements of Roanoke and Jamestown faced many challenges including starvation, sickness, and conflict with natives. English settlers came to the New World to escape religious persecution and establish their own religious institutions. The New England, Middle, and Southern colonies developed distinct ways of life. They differed in terms of climate, reasons for founding, levels of religious tolerance, and forms of governance.

## Standards

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| LA.RI.7.1       | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| LA.RI.7.2       | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  |
| LA.RI.7.3       | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  |
| LA.W.7.1        | Write arguments to support claims with clear reasons and relevant evidence.   |
| LA.W.7.1.A      | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  |
| LA.W.7.1.B      | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| LA.W.7.1.C      | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.   |
| LA.W.7.1.D      | Establish and maintain a formal style/academic style, approach, and form.   |
| LA.W.7.1.E      | Provide a concluding statement or section that follows from and supports the argument presented.  |
| LA.SL.7.1       | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.7.1.A     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| LA.SL.7.1.B     | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| LA.SL.7.1.C     | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| LA.SL.7.1.D     | Acknowledge new information expressed by others and, when warranted, modify their own views.  |
| 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   |

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|                  | 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. |
| CAEP.9.2.8.B.3   | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.   |
| TECH.8.1.8.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively.  |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning.   |

## Student Learning Objectives

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- Students will learn the mystery surrounding the Lost Colony of Roanoke.
- Students will learn the role of the House of Burgesses in Virginia's government system.
- Students will learn how investors raised money to start a colony.
- Students will learn the problems colonists faced at Jamestown.
- Students will learn why the Pilgrims wanted to leave England.
- Students will learn the importance of the signing of the Mayflower Compact.
- Students will learn the relationship between Native Americans and the colonists at Plymouth.
- Students will learn the defining characteristics of the 13 colonies by region.

## Essential Questions

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- What things would you need to create a colony in the New World?
- What are the theories regarding the Lost Colony of Roanoke?
- What were the hardships faced during the founding of the Jamestown colony?
- Why did the Pilgrims settle Plymouth?
- What was the significance of the Mayflower Compact?
- What were the defining characteristics and values of the New England, Middle, and Southern colonies?
- Which historical figures helped define the characteristics of each colonial region?

## Enduring Understandings

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- Students will understand that the difficulties faced by colonists in the New World settlements.
- Students will understand that the ideas, beliefs, and institutions the colonists brought to the Americas.
- Students will understand that cultural diversity in the colonies created different ways of life.

## Application

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- Students will be able to independently use their learning...

## Skills

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Students will be skilled at:

- Analyzing a Photograph
- Making Inferences