

# Unit 1: The Birth of a Nation Copied from: US History AP, Copied on: 12/15/21

Content Area: **Social Studies**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**US History AP**

**Unit 1 – The Birth of a**

**Nation**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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**Unit Overview**

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**Topics:**

The relationships between the indigenous Native Americans, their environment, and the Europeans.

The reasons the Europeans expand and settle the new world. The differences between the Northern, Middle, and Southern colonies.

The origins of slavery in the new world.

The impact of the French and Indian War (Seven Years War).

## **Enduring Understanding**

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The discovery of the new world had dramatic effects.

The relationship between the British and the colonist changed greatly.

Depending on where you lived in the colonies your life was culturally vastly different.

## **Essential Questions**

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### **Essential Questions:**

What impact did the discovery of the new world have on the American Indian and American colonist?

Why did the Europeans come to the new world?

How did the relationship between Great Britain and its colonists change?

How did economics change in the new world?

## **Exit Skills**

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1. An expanding country led to many encounters with Native American tribes.
2. Manifest Destiny is an American ideal that had a great impact for well over 100 years.
3. Slavery was an important issue that helped build America

4. Slavery was an issue that helped separate America.

## **New Jersey Student Learning Standards (NJSL-S)**

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|                  |   |
|------------------|---|
| 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.6.1.12.1     | Colonization and Settlement (1585-1763)   |
| SOC.6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights.   |
| SOC.6.1.12.A.3   | Civics, Government, and Human Rights  |
| SOC.6.1.12.B.1   | Geography, People, and the Environment  |
| 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.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   | Economics, Innovation, and Technology   |
| 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   | History, Culture, and Perspectives  |
| 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.  |

## Interdisciplinary Connections

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|                  |   |
|------------------|---|
| LA.RH.11-12.1    | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.  |
| LA.RH.11-12.3    | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   |
| LA.RH.11-12.9    | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| LA.RH.11-12.10   | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.RST.11-12.7   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| LA.RST.11-12.9   | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| LA.RST.11-12.10  | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.   |
|                  | Production and Distribution of Writing  |
| LA.WHST.11-12.7  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| LA.WHST.11-12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |

## Learning Objectives

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Compare relationships between the indigenous Native Americans, their environment, and the Europeans.

Demonstrate the reasons the Europeans expand and settle the new world.

Articulate slavery in the new world.

Understand the cause and effect of the French and Indian War (Seven Years War).

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose          | Classify          | Choose       | Categorize     | Appraise        | Combine       |
| Describe        | Defend            | Dramatize    | Classify       | Judge           | Compose       |
| Define          | Demonstrate       | Explain      | Compare        | Criticize       | Construct     |
| Label           | Distinguish       | Generalize   | Differentiate  | Defend          | Design        |
| List            | Explain           | Judge        | Distinguish    | Compare         | Develop       |
| Locate          | Express           | Organize     | Identify       | Assess          | Formulate     |
| Match           | Extend            | Paint        | Infer          | Conclude        | Hypothesize   |
| Memorize        | Give Examples     | Prepare      | Point out      | Contrast        | Invent        |
| Name            | Illustrate        | Produce      | Select         | Critique        | Make          |
| Omit            | Indicate          | Select       | Subdivide      | Determine       | Originate     |
| Recite          | Interrelate       | Show         | Survey         | Grade           | Organize      |
| Select          | Interpret         | Sketch       | Arrange        | Justify         | Plan          |
| State           | Infer             | Solve        | Breakdown      | Measure         | Produce       |
| Count           | Match             | Use          | Combine        | Rank            | Role Play     |
| Draw            | Paraphrase        | Add          | Detect         | Rate            | Drive         |
| Outline         | Represent         | Calculate    | Diagram        | Support         | Devise        |
| Point           | Restate           | Change       | Discriminate   | Test            | Generate      |
| Quote           | Rewrite           | Classify     | Illustrate     |                 | Integrate     |
| Recall          | Select            | Complete     | Outline        |                 | Prescribe     |
| Recognize       | Show              | Compute      | Point out      |                 | Propose       |
| Repeat          | Summarize         | Discover     | Separate       |                 | Reconstruct   |
| Reproduce       | Tell              | Divide       |                |                 | Revise        |
|                 | Translate         | Examine      |                |                 | Rewrite       |
|                 | Associate         | Graph        |                |                 | Transform     |
|                 | Compute           | Interpolate  |                |                 |               |
|                 | Convert           | Manipulate   |                |                 |               |
|                 | Discuss           | Modify       |                |                 |               |
|                 | Estimate          | Operate      |                |                 |               |
|                 | Extrapolate       | Subtract     |                |                 |               |
|                 | Generalize        |              |                |                 |               |
|                 | Predict           |              |                |                 |               |



### **Suggested Activities & Best Practices**

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- Students will develop a timeline that traces the migration and settlement patterns of North America.
- Read: *Hernan Cortez Conquers Mexico (1519-1521)* and *Aztec Chroniclers Describe the Spanish Conquest of Mexico (1519)*.
- Students will develop a chart that includes the political, economic, religious, and ethnic background of the colonist arriving in North America then write an essay comparing and contrasting them.
- Students will develop an explanation for the origin of slavery as a group.- Half the class will represent a pro-slavery faction while the other half represents an anti-slavery faction.
- Long essay: Develop a thoughtful and thorough historical argument that answers the question below. Begin your essay with a thesis statement and support it with relevant

historical evidence: Some historians have argued that European expansion into the Western Hemisphere in the 15th and 16th centuries was a great advancement for human civilization. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

- Debate questions and topics will be generated by the teacher.

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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Students will understand that:

Early European exploration changes the "New World"

Native American culture is permanently altered by European expansion in North America

1588 marks a defining year in World History and how the English colonies will grow thereafter.

English colonization is highly regional and disorderly.

Colonial life sets the basis for many of the ideas and values the United States still holds dear.

Mercantilism and economic pressures exacerbate the problems of sectionalism and slavery in the early colonial period.

The idea of self government comes quickly in the New World and English colonies out of necessity.

Unit test-summative assessment

Explaining-formative assessment

Written reports-alternate assessment

-benchmark assessments (see below)

- Students will develop a chart that includes the political, economic, religious, and ethnic background of the colonist arriving in North America then write an essay comparing and contrasting them.
- Students will develop an explanation for the origin of slavery as a group.- Half the class will represent a pro-slavery faction while the other half represents an anti-slavery faction.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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Textbook: America Pathways to the Present Prentice Hall

Reference: Bailey and Kennedy, The American Spirit, 11<sup>th</sup> edition, 2006 On-Line Version

DVD: America Story of US

DVD: PBS, The War that Made America (French and Indian)

## **Ancillary Resources**

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## **Technology Infusion**

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Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Sample Lesson**

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**Unit Name: The Colonies**

**NJSLS:linked**

**Interdisciplinary Connection:Linked**

**Statement of Objective:** Students will understand where the new colonies are located in North America

**Anticipatory Set/Do Now:**Linked

**Learning Activity:** Students will work in groups to construct a chart/map of the settlements.

**Student Assessment/CFU's:**Linked

**Materials:** Laptop, LCD, Text Maps, handouts,

**21st Century Themes and Skills:** Linked

**Differentiation:** High 90 Medium 80 Low 70

Integration of Technology:Laptop, LCD, the internet