Unit 1: Colonization, Revolution, Constitution

Content Area: **Social Studies**
Course(s): **Sample Course, US History 1**
Time Period: **SeptOct**
Length: **20 days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 1 Grade 10

Unit 1:Colonization, Revolution, Constitution

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: MS. EMILY PASCALI BHS teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

- Contact among Europeans, Native Americans and Africans, resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
- Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled and they competed with each other and American Indians for resources.
- The British colonies participated in political, social and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.
- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Enduring Understanding

- Economic and geographic conditions, as well as perceptions of racial superiority, led to the institutionalization of slavery in the British North American colonies.
- Distinct regional identities developed throughout the British North American colonies
- The roles of women varied significantly throughout different colonial regions.
- Science, technology and education systems led to expanding social networks and greater economic development.

- Native Americans continuously adjusted their alliances with European powers during the 18th century.
- British attempts to assert control over the colonies led to organized, violent resistance.
- The Enlightenment and the First Great Awakening led to new experiments in democratic and republican forms of government and led to increased questioning of authority.

- The American colonies overcame significant obstacles to defeat Great Britain in the American Revolution.
- Ideas from the Enlightenment and the belief in republican ideas of self-government led to a transformation of political thought in the United States.
- Western expansion led to continued conflict with American Indians and foreign countries.

- Ideas from the Enlightenment and the belief in republican ideas of self-government led to a transformation of political thought in the United States with the ratification of the Constitution.
- Dissatisfaction with the Articles of Confederation led to the writing of the Constitution and the creation of a stronger central government.
- The Constitution was based on the idea of federalism, which divided power between the states and national government.

Essential Questions

1. How did the European powers (Spain, England, France and Netherlands) differed in their colonization as well as economic and imperialistic goals?
2. How did the social and political development of the Spanish, British, French and Dutch colonies affect the Native populations?
3. How did competition over resources between European rivals and American Indians encourage industry and trade which led to conflict in the Americas?
4. How did the the English colonies developed a system of slavery that reflected the specific economic, demographic and geographic characteristics of those colonies?
5. How did the competition among the British, French, and American Indians for economic and political advantage in North America culminate in the Seven Years' War (the French and Indian War)? (in which Britain defeated France and allied American Indians)

6. How did the desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain?
7. How did the ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century?
8. After declaring independence, how did the American political leaders create new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence?
9. What policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West?
10.

Exit Skills

By the end of Unit 1 students will be able to

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems

New Jersey Student Learning Standards (NJSLS-S)

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.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.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.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
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.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
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.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
SOC.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

Interdisciplinary Connections

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.9-10.6	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.9-10.9	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.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.WHST.9-10.7	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.

Learning Objectives

- Compare the patterns of family life and women's roles (including social attitudes towards women) in each of the colonial region.

- What were the reasons for differing economic systems in each of the colonial regions and explain the impact of those systems on each region's social structure?
- Identify the impact of technology, science and education on political, social and economic developments in each colonial region.
- How did the lives of enslaved Africans change over the course of the first century of slavery in North America?
- Describe the intellectual culture of colonial America, as expressed in literature, philosophy, science, education and law and identify any regional differences.
- Describe the changes in sources of immigration from Europe and the settlement patterns of the different groups.

- In which ways did the Seven Years' War change the balance of power in North America and throughout the world?
- To what degree and in which ways did British attempts to reassert control over the colonies contribute to the colonial revolt?
- Explain the chronological sequence of British acts intended to increase imperial control over the colonies and the colonists' reactions to those attempts.
- Describe the influence of philosophical principles on the American Revolution.
- Explain the reason for discontent among back country colonists and the manifestations of that discontent.
- Explain the position of various Native American tribes in the French and Indian War and assess why they took that position.

- Determine the major compromises leading to the US Constitution successfully getting through the convention and ratification process.
- To what degree and in what ways did the Constitution overcome the weaknesses of the Articles of Confederation?
- Evaluate the relative success of the United States in dealing with foreign policy issues.
- Analyze the reasons for and the reaction to attempts to limit personal liberty during the administration of John Adams.
- Analyze the degree to which and the ways in which the US Constitution can be subject to varying interpretations.

Suggested Activities & Best Practices

-
    - Establish historical context by checking for understanding about events such as the French and Indian War, Stamp Act, Declaratory Act, Intolerable Acts and Declaration of Independence.
    - Build foundation through vocabulary and key people identification by understanding Thomas Paine, Benjamin Franklin, George Washington, Unicameral legistature, Bicameral legislature, Constitution, Precedent
    - Use of maps and interactive time likes to understand the context surrounding the time period / event such as the Declaration of Independence and the forming of the Constitution.
    - Create a map of the areas colonized before 1754 and compare to after the success of the English over the French in 1754, directly and indirectly affected by the taxes/laws of the English Parliament.
    - Use of primary sources from multiple perspectives including view point, culture and class
    - Use of Ebook to interactively use the text book through videos, pictures, audio etc
    - Write a journal entry from three different points of view: Colonial merchant in MA; Corn farmer in OH or Plantation owner in SC, Revolutionary War Soldier, New England Merchant, Southern Farmer
    - Research and collect historical evidence for an essay comparing Articles of Confederation to the Constitution.

-
  -
-

Assessment Evidence - Checking for Understanding (CFU)

Quiz on French and Indian War (include: Ohio River Valley, Natives choosing sides, etc).-benchmark assessment

Journal from the point of view of a English citizen about the War.

Student created rubric to grade presentations about the reasoning for the War.

Quiz on Revolutionary War (include: Stamp Act, Townshend Acts, Intolerable Acts, Declaration of Independence).

Journal from the point of view of a English soldier, Colonial Merchant, member of the Sons of Liberty about the Revolutionary War.

Student created rubric to grade presentations comparing the Articles of Confederation to the Constitution.

Unit test-summative assessment

Quickwrite-formative assessment

Written report-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH Textbook and E Book: American History

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts

- Connect One
- Interactive Timelines

Technology Infusion

- Use of Google Chrome Books
- Google Classroom
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

Alignment to 21st Century Skills & Technology

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.

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

21st Century Skills/Interdisciplinary Themes

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

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

- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- 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
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or 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

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various participants in the French and Indian War (French soldier, Native American, English soldier, western farmer), the Revolutionary War (French soldier, Colonial soldier, member of Parliament).

Check students progress as they take notes on French and Indian War, on the 1st five Presidential Administrations (Washington, Adams, Jefferson, Madison, Monroe).

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

allowing students to work with other English speaking students on specific assignments

true/false assessments about French and Indian War, about the Constitution compared to the Articles of Confederation.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the western farmers before, during and after the French Indian War, the struggles of the colonists during the Revolutionary War.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

debate about the true reason for the French and Indian War (land and/or power), which document was more powerful: Articles of Confederation compared to the Constitution

investigate the ways French and Indian War affected the New World, the ways the Revolutionary War changed the political and economic landscape of the entire world.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Lesson 1 - American Begininngs

NJSLS: see flag

Interdisciplinary Connection: english

Statement of Objective: SWDAT identify key Native American civilizations and their impact on ealry life in the Americas

Anticipatory Set/Do Now: Journal entry

Learning Activity: Students will read about various tribes and answer comprehension questions on the chapter 1. After completion, students will come back together and enegage in a class discussion. Students will then have to rovide info based on their specific assigned tribe

Student Assessment/CFU's: questions

Materials: Worksheet,textbook

21st Century Themes and Skills:

Differentiation:

Integration of Technology: