Unit 1: Colonization

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on colonization where students will understand the Americas consisted of complex and thriving civilizations prior to Columbian contact; European colonization led to significant changes to the human and natural geography of the continents. In addition, emphasis will be placed on the Atlantic Slave Trade introduced during colonization, which led to a unique and enduring construction of a racial socio-economic structure in the United States. By the end of this unit, students will be able to evaluate the profound impacts of European colonization on both Indigenous and African populations and discuss how, consequently, a unique cultural landscape emerged in the "New World."

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsPI.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.

6.1.12.CivicsPI.1.a - [Performance Expectation] - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.GeoGI.1.a - [Performance Expectation] - Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a - [Performance Expectation] - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a - [Performance Expectation] - Assess the impact of the interactions and conflicts between native groups and North American settlers.

LA.RH.9-10.1 - [Progress Indicator] - 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.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important

connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - 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.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with race, ethnicity, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How were Indigenous cultures complex and advanced?
- To what extent was the cultural landscape of the Americas affected by post-Columbian contact?
- How did colonial institutions remain similar or develop differently from their European roots?
- To what extent did the institution of slavery lead to the social construction of race?

Enduring Understandings:

- The Americas consisted of complex civilizations that were significantly impacted by the arrival of European colonizers.
- The Atlantic Slave Trade led to the construction of a unique and enduring racial socio-economic structure in the United States.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): West African cultures, Indigenous people of North America by location and cultural distinctions, Iroquois Confederation, European colonizers such as Christopher Columbus, Columbian Exchange, , Jamestown Colony, mercantalism, House of Burgesses, Headright System, indentured servitude, John Smith, John Rolfe, Pocahontas, chattel slavery, Triangular Trade, Bacon's Rebellion, Powhatan tribe, Maroon Communities, Puritans, Plymouth Colony, Mayflower Compact, Mystic Massacre, Pequot Wars, King Philip's War, Salem Witch Trials, William Penn, Penn's Holy Experiment, Caribbean colonies and the institution of slavery, Stono Rebellion
- West African cultures and Indigenous cultures prior to European contact were advanced and complex.
- The introduction of European colonizers to the Americas disrupted the ways of life of civilizations in the Americas and Western Africa.
- European colonization was motivated by economic, social, and religious factors for the benefit of wealthy white colonists.
- The British colonial settlements in North America were motivated by the system of mercantilism, providing money and power to a "Mother Country" from its new territorial claims.
- The Headright System contributed to the growth of indentured servitude and a distinct "lower class" in Virginia.
- Race is a social construct shaped by Virginia's elite after Bacon's Rebellion.
- Bacon's Rebellion led to an expansion of rights for white European indentured servants at the expense of enslaved Africans and Indigenous people.
- Various forms of resistance to colonization and other forms of oppression have existed and been utilized by Black and Indigenous people since initial contact.
- The Puritans of Plymouth sought to modify the Church of England.
- The Puritans of Plymouth created rigid societies which often ostracized and restricted individuals, rather than promote democratic ideals.
- Economic, social and political distinctions contributed to the unique development of the colonial

regions.

Students will be skilled at:

- Establishing cause and effect relationships between the events and actions of European nations and various groups in North America during colonization.
- Analyzing how geographic and environmental factors shaped and developed the various communities and colonies.
- Identifying the British groups that colonized in the New World and comparing and contrasting their settlements.
- Evaluating the impact of the treatment of Indigenous cultures and enslaved people, including the long term implications of the development of a racial social construct
- While colonial power structures differed in some ways those of the mother country, the patriarchal structure remained the same.
- Determining the impact of Bacon's Rebellion to Southern social structures, particularly with the invention of race as a social construct.
- Defining and analyzing examples of early democratic practices within the colonies.
- Explaining the changing relationship of a colony's responsibilities to their Mother Country from the perspective of colonists in varying regions.
- Examining, analyzing and interpreting primary and secondary source documents to determine how historians may apply them in context.
- Working independently and collaboratively to present comprehension and understanding.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to the following strategies:

- **Contextualize West African and North American Indigenous cultures prior to European Contact:** Students will analyze primary and secondary source documents regarding various Indigenous and West African cultures respectively to develop a complex understanding of and appreciation for Indigenous and West African groups.

- **Columbian Exchange Map and Reading Analysis**: Students will analyze a map and reading of the Columbian Exchange to determine the extent to which it impacted the populations of both the Americans and Europe.

- **Economic Motivations for English Colonization:** Students will compare the motivations of settlement in Jamestown to the reality faced by initial colonists through reading and annotating the Jamestown Charter and the "Starving Time"

- **Colonial Labor Systems**: Students will work in small groups to compare and contrast economic opportunities for English colonizers by examining labor systems in the North American colonies (Headright System, Indentured Servitude)

- **Mercantilism Simulation:** Students will act as colonists in a specific region and trade raw materials with England to simulate how the system of mercantilism led to an imbalance of trade and exports between Great Britain and the colonies. Students will debrief activity and reflect on how this system led to a monopoly on trade for Great Britain, and how mercantilism conflicts with capitalist ideals.

- **Introduction to Chattel Slavery:** Students will address the question, "How did slavery become a race-based system?" by analyzing the significance of 1619, The Virginia Slave Code of 1705, Triangular Trade, and colonial laws on chattel slavery.

- **1619 - A Turning Point Comparison Activity**: Students will compare and contrast the impact of the year 1619 to British colonizers, as a year of expanded legal representation (House of Burgesses), to that of the impact on Africans, as a year which stripped the rights of individuals through enslavement

- **Bacon's Rebellion Inquiry Based Lesson:** Students will address the question, "To what extent did Bacon's Rebellion contribute to a shift towards chattel slavery?" through analysis of primary and secondary sources and synthesis of their findings in a written response. Students will develop skills of causation, interpretation, and argumentation through their investigation of Bacon's Rebellion.

- **Indigenous Resistance in Jamestown**: Students will analyze the attacks upon the Powhatan and ways in which the Powhatan resisted European colonization

- **Resistance to Chattel Slavery:** Students will determine the varied ways enslaved Africans resisted enslavement through study of Maroon communities, the maintaining of cultural practices, and slowing of work

- **Mayflower Compact Document Analysis:** Students will analyze the Mayflower Compact and the extent to which Puritans truly acted for the common good

- **Mystic Massacre Evaluation**: Students will critically watch 10 Days that Changed America: Mystic Massacre to address how the event served as a genocidal act by the Puritans against the Pequot.

- **King Philip's War Source Analysis**: Students will analyze primary source regarding King Philip's war to determine how the event serves as an example of both Indigenous resistance to European colonization and white colonial violence and oppression towards Indigenous groups

- **Examination of the Salem Witch Trials and Gender:** Students will determine the significance of the Salem Witch Trials in regards to treatment of free and enslaved women in colonial New England through analysis of primary texts and maps of Salem

- **Spread of Colonialism Case Studies**: Students will compare and contrast regional development of later colonies such as Penn's Holy Experiment, South Carolina, and Georgia, noting economic, political, and social motivations and outcomes, as well as the practice of chattel slavery and treatment of Indigenous and enslaved peoples within each region.

- **Stono Rebellion:** Students will assess how the Stono Rebellion impacted the institution of slavery and enslaved Africans and African Americans.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

- Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, Document Analysis Question (DAQ) Response

Benchmark Assessments:

- Document Analysis Question Response (Students will be able to identify and explain that the provided documents cannot be used by historians due to a time gap, and has potential biases that make it an inaccurate depiction of events)

Alternative Assessments:

- Illustrated Timeline: Include Key events that occurred during the time period to highlight causation. "Illustrations" should include primary source images and documents and student explanation of how events serve as key events.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core Book List

The following are approved resources that teachers can include to further unit related objectives:

First Encounters in the Americasreading and questions

National Museum of the American Indian Online Exhibition - Smithsonian

Pocahontaslesson plan

Historic Jamestowne

Portola expedition primary sourcelesson plan

The Color Line (activity)

Choices Unit: Racial Slavery in the Americas: Resistance, Freedom, and Legacies

10 Days that Changed America: Mystic Massacre

The Puritans primary sourceactivity

Examining Passenger Listsactivity

Native Intelligence - Smithsonian Magazine Article regarding the first Thanksgiving

King Philip's Warlesson plan

New York Conspiracy trialsmaterials

Salem Witch Trialsmaterials

"Africans in America" (from indentured servitude to race based slavery) clipFirst 25 minutes

Reading on early maroon communities in Great Dismal Swamp

Reading on religious freedom in the colonies

Salem Witch Trials Documentary

The Atlantic Slave Trade - Ted-ED

Stono Rebellion Documentary Video Clip

Gilder Lehrman - Facts about the Slave Trade and Slavery Article

Slave Voyages Digital Memorial and Resources

Exhibition - Lowcountry Digital Library at the College of Charleston

PBS Africans in America Sources

U.S. Department of Labor - The Emergence of American Labor Article

Princeton University - Legislating Slavery in New Jersey Article

African American Slavery in the Colonial Era - NJ State Library

We and They in Colonial America - FacingHistory.org

Elizabeth Murray Project Website - Lesson One - “Gender and Opportunity in Colonial America”

In Penn's Shadow - Philadelphia the Great Experiment

William Penn's Peaceable Kingdom Lesson - NEH Edsitement

Edmund Morgan Thesis (excerpt)

Primary Sources:

- Journal of Christopher Columbus upon his first encounter with the Arawak people of the Bahamas, 1492.
- Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583
- Detail from an engraving by Theodore de Bry, from 1592, which formed part of his "America-series", showing Christopher Columbus landing on the Caribbean island of Hispaniola in 1492.
- Jamestown Passenger List
- George Percy - Starving Time Excerpt (Jamestown)
- John Smith and Chief Powhatan Exchange Views - LOC (1608)
- Mayflower Compact
- Virginia General Assembly declaration, 1705
- Reverend Peter Fontaine, In Defense of Slavery in Virginia (1757)
- Virginia Statues (1660 - 1705)
- James Oglethorpe: The Stono Rebellion (1739)
- The Negro Act of 1740

- John Clayton, Letter Describing Virginia (1618)
- The Interesting Narrative of the Life of Olaudah Equiano Excerpts
- Anthony Johnson Court Case 1640

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.