

# Unit 3: Colonization

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 2**  
Length: **2 Months**  
Status: **Published**

## Brief Summary of Unit

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Students will uncover the first colonies in the new world as well as study the colony of New Jersey.

## Standards

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SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

## Transfer

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## Essential Questions

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- • What can't we learn from a textbook?
- • What happens when cultures collide?
- • What pulls someone to a new land?
- • What pushes someone to leave their homeland?

## Essential Understandings

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- • history is more than what is written in textbooks. Primary source documents can contribute to a more detailed picture of what happened in the past, but are subject to misinterpretation, multiple perspectives, or bias
- • there were many different motives for early colonial settlement (Jamestown, Plymouth; push-pull factors including religious, economic, and personal freedom) and characteristics of colonial life (case study: New Jersey, religion, economy, social classes, material culture, slavery, European-Native American

relations).

## Students Will Know

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- • colonization in terms of economics, climate, culture, religion and interaction with Native Americans in New England, Virginia New Jersey-Pennsylvania.
- • how New Jersey became a British colony.
- • how the land of New Jersey was claimed and settled by various European groups.
- • the lives of slaves, indentured servants, and apprentices.
- • the major groups of people who populated New Jersey in the 1700s.
- • the reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.
- • the terms: exploration, immigration, colony.

## Students Will Be Skilled At

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- • how the land of New Jersey was claimed and settled by various European groups.

## Evidence/Performance Tasks

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- • Colonial Narrative Choose one individual from colonial New Jersey (male, female, child, land owner, slave, etc.). Include topics such as what you or your family does for a living, how you practice your religion, where you go or what you do in a typical day, what kinds of freedoms you do or do not have and “current” or “recent” events in the American colonies. This may take the form of a written narrative, or may be expanded to include additional options such as a paper or electronic “Scrapbook” or photo montage with captions.
- • Colonial Advertising Create an advertisement for your colony. Because you have been so loyal, the king has agreed to appoint you the royal governor of any colony you wish. Your first order of business as governor is to publicize the colony to Europeans so that more people will settle there. This may be a newspaper announcement, brochure, or poster; it may be created electronically or by hand, and include images or only text.
- • Plymouth and Jamestown Comparison Students compare and contrast Plymouth and Jamestown along lines such as demographics of settlers, motives / reasons for settlement, impact of geography, relations with Native Americans, the “dream(s)” that motivated each, etc. The quiz format may take the form of a Venn Diagram (may use Inspiration) or a paragraph, but must include a 1-sentence thesis statement.

## Learning Plan

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- Colonial Life: New Jersey Case Study Students examine different aspects of colonial life in New Jersey. This may take the form of a “self-guided tour” with students moving in small teams through the activities below; a “teacher-guided tour”; or a combination. History of New Jersey/Colonial Life in New Jersey: Read text, answer questions. • Hartford’s Ancient Burying Ground: Read text / view pictures, and answer questions. • Household Inventory: Examine itemized list, answer questions. • Cranford Colonial Architecture: Study photos of Colonial Cranford • Cranford Slavery: Examine materials, answer questions (This may be expanded to include slavery in New Jersey).

- Plymouth: The Wampanoag, the Pilgrims, and the “Truth” About the First Thanksgiving • Writing exercise: students brainstorm everything they know about the “story” of Plymouth, the Pilgrims, and the First Thanksgiving. The class shares ideas and compiles a collective narrative. This is compared with the “true” story, taken from excerpts of James Loewen’s *Lies My Teacher Told Me* or other source(s). Selected clips from the History Channel film, *Desperate Crossing: The Story of the Mayflower* may also be utilized. Students discuss the similarities and differences (in small groups, as a class, or in writing), focusing especially on why the mythologized version of history fits better with the concept of the American Dream. This may be spread over two or more class periods.
- Jamestown: The First Successful (?) English Colony • Students read about the origins, settlers, and struggles of Jamestown (textbook). Content may also be learned through Jamestown video. After reading or viewing, students identify the factors motivating migration, categorizing “push” and “pull” factors. Students respond in a paragraph to the following questions: How successful was Jamestown? How was geography responsible for its successes and failures? What other factors contributed success or failure? Emphasis should be placed on the development of the thesis statement
- Pre-assessment: • Students answer questions or brainstorm what they already know about major topics in the unit, including but not limited to Jamestown and Plymouth, Colonial America
- Story of Us - Joy Hakim History. 10 Volume tale of America. [www.joyhakim.com/history.html](http://www.joyhakim.com/history.html)

## Materials

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- [http://sites.bergen.org/ourstory/Resources/Colonial\\_Life/ColonialLife-Main%20Page.htm](http://sites.bergen.org/ourstory/Resources/Colonial_Life/ColonialLife-Main%20Page.htm)

## Suggested Strategies for Modifications

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- • Allow students choice of genre for written outcomes
- • Break assignments down to aid in organization and focusing on task at hand
- • Incorporate Technology where applicable
- • Pair lower-level students with a buddy.
- • Provide higher level student(s) with opportunity for enrichment (CHALLENGE BY CHOICE)
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.