Unit 2 - English Colonization

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **Ongoing; Throughout the trimester**
Status: **Published**

Summary

In the fourth grade Social Studies course, students will study the various events and groups of people that led to the development of our nation prior to the War for Independence. Using a specific cultural framework, students will begin with a study of pre-Columbian Indigenous cultures from five major regions of the current continental United States, including a study of the Lenni Lenape of the Eastern Woodlands to enrich students' understanding of New Jersey's history. Students will then examine the motivations for European colonization and will compare and contrast early English settlements. Finally, students will examine how interactions among African, European, and Native American groups impacted their respective cultures in the 1600s and 1700s.

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.
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence.
- Argumentation - Develop a claim and support it with evidence, both in writing and orally.
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects.

This unit is part of the larger aforementioned course sequence and specifically focuses on the motives for European colonization where students will understand the motivations for colonization and learn about the different colonial regions of the east coast of North America. By the end of this unit, students will be able to compare and contrast key colonies from each region based on their economy, geography, government, and freedoms.

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.

Revision Date: August 2021

Standards

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: equity, inclusion, tolerance, and belonging in

connection with race and ethnicity and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

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.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
LA.K-12.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.
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
LA.K-12.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.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict

	and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNE.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNE.6	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.5.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Essential Questions and Enduring Understandings

Essential Questions:

- Why did various groups of people come to North America?
- How did European colonization impact the North American cultural landscape?
- To what extent is the legacy of the thirteen colonies evident today?
- How were the European colonists able to overcome major challenges to create enduring settlements?

Enduring Understandings:

- Colonists came to North America for various reasons, including the search for gold, religious freedom, and power.
- Geography and natural resources affect where and how people live and work.

Objectives

Students will know:

- why different groups of people came to North America.
- how geography, environment, and resources impacted different colonies.
- the challenges colonists faced and how they responded to these challenges.
- how the colony of New Jersey was established.

Students will be skilled at:

- using evidence and elaboration to support a claim.
- comparing and contrasting different motives for colonization.
- comparing and contrasting the colonial regions based on economy, geography, government, and freedoms.
- evaluating the extent of a colony's success.

Learning Plan

The learning plan includes, but is not limited to the following:

- Present students with the words explorer and colonist. Ask the students what they know or think they know about each term. Discuss the difference between exploring and colonizing. Exploring consists of people traveling and searching lands that are new to them. Colonizing consists of people from an outside country establishing control over a different area and its citizens. Explain to to students that at the end of the unit they will assess to what extent the term "Age of Exploration" accurately reflects the historical record.
- Introduce the three main motives for colonization by European countries and discuss which countries were largely responsible for colonizing early North America (Spain, England, France, the Netherlands). Reading: TCI Lesson 4, p. 80 & 82.
- Introduce unit vocabulary: Age of Exploration, the Americas, astrolabe, cash crop, explorer (online vocabulary cards and support available on TCI) Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Read about Christopher Columbus. (Reading TCI Lesson 5, p. 92-94) Watch the BrainPOP about Christopher Columbus. Students can note the similarities of how BrainPOP and TCI present the information on Columbus.
- Complete the Columbian Exchange interactive lesson from PBS.
- Conduct a Columbian Exchange recipe analysis - assign students common recipes and ask them to analyze the origins of the ingredients to determine if they were originally from the Old World or the New World
- Ask students to analyze primary source materials created by Spanish missionaries like those seen here - ask students to consider what is being depicted and how lack of immunity to diseases like smallpox would affect the Indigenous

populations.

- **Skip TCI Lesson 5, p. 96-110.**
- Read and discuss the Lost Settlement of Roanoke, Jamestown Colony, and The Settlement of Plymouth. Compare and contrast the experiences of these three settlements using Early Colony Comparative Chart.
- Watch PBS's "Guardians of Jamestown" as a class - have students jot down the objects that Safiri and the Time Guardian collect and explain why they represent the complex history of Jamestown.
- Read and discuss TCI Reading activity: Primary Source- The Starving Time and complete the corresponding questions.
- Ask students to discuss the common narrative of "The First Thanksgiving" - map the common themes of their responses on the board. Then watch Brain Pop's "Thanksgiving" and ask students to consider what parts of the historical record we might consider adding or removing to the narrative outlined on the board to make it more complete.
- Optional Extension Activity: Watch "Thanksgiving Myths Busted" and discuss which busted myth was most surprising.
- Read and discuss the three regions of the colonies, focusing on the economy, geography, government, and freedoms of each colony discussed in TCI: Massachusetts, Rhode Island, New York, Pennsylvania, Maryland, and Georgia. Colonial Regions Comparative Chart
- **Skip TCI Lesson 7, p. 138 and 150.**
- Optional Extension Activity: Read "13 Original Colonies" and complete the comprehension activities.
- Read and discuss TCI Reading activity: Social Studies Stories- Choosing a Career in the Colonies and complete corresponding chart.
- Read and discuss TCI Reading activity: Explore- Answering The Three Basic Economic Questions in the American Colonies and complete corresponding questions.
- Read and discuss TCI Reading activity: Explore- Colonial Families and discuss the corresponding questions.
- Read and discuss the New Jersey Colony focusing on the economy, geography, government, and freedoms, using Houghton Mifflin Harcourt Social Studies New Jersey Student Edition Grade 4. Discuss how the Dutch fur trade impacted the relationship between Europeans and the Lenape.
- Read about and discuss the power conflicts between Sweden, the Netherlands, and England. Discuss how New Jersey was divided into East and West Jersey. Compare and contrast the two sides (e.g. Quakers in West Jersey and Puritans in East Jersey), then discuss them reuniting as a royal colony.
- Possible culminating activity - Colonial Shark Tank: Introduce activity by showing a clip from Shark Tank. The students will choose a colony and make a "sales pitch" to get funding for their colony using their knowledge and research of the colony's geography, economics, leadership, and resources. Students can present the information using a slideshow, poster, pamphlet, etc.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, 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:

- Students will demonstrate understanding of the similarities and differences of the motives for colonization and colonies in the different regions through exit tickets, summaries, Venn Diagrams, and discussions.

Summative Assessments:

- Students will explain the similarities and differences of the motives for colonization and colonies in the different regions through written and/or oral expression by establishing and supporting a claim; "Shark Tank" project.

Alternative Assessments:

- Oral presentation with visual model such as a Google slideshow to demonstrate understanding of concepts; drawing models for vocabulary; curation project

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

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:

TCI: Social Studies Alive!

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

Integrated Accommodations and Modifications

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:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.