Unit 3 - Effects of Colonization

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
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 impacts of European colonization. Students will examine how European colonization affected various groups, including enslaved people and Indigenous cultures. By the end of the unit, students will be able to explain how despite the catastrophic effects of colonization, Indigenous cultures and enslaved people demonstrated resilience and fought to maintain their agency and autonomy.

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 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.
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.
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.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
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.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.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
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.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
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.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
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.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
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:

- What does freedom mean and what does it look like?
- To what extent did the effects of the Atlantic slave trade reverberate throughout American history?
- To what extent did European colonization affect both Indigenous peoples and West Africans?
- To what extent do Indigenous nations continue to preserve their traditions and cultures today?

Enduring Understandings:

- European colonization had negative impacts on various groups of people including Indigenous cultures and ensalved West Africans.
- Both enslaved people and Indigenous peoples tried to maintain their cultures while building new traditions that are still important today.

Objectives

Students will know:

- the aspects of West African culture prior to European colonization and how life changed after the arrival of European traders.
- the role of slavery in the American colonies.
- the role of economics in the institution of slavery.
- that enslaved Indigenous people and Africans had rich and diverse cultures and traditions; they strived to continue these traditions despite attempts by colonizers to eradicate their cultures.

Students will be skilled at:

- discussing the impacts of European colonization on various groups of people.
- discussing the complexities of the institution of slavery.
- analyzing how Indigenous cultures have changed over time.
- thinking critically about how current events and culture are influenced by the past.
- sequencing events, including the relationship between causes and effects.
- developing claims that are supported with historical evidence.
- evaluating and classifying continuities and changes over time.

Learning Plan

The learning plan includes, but is not limited to:

- Teachers are encouraged to use the district teaching points, resources, and slide deck to teach this unit.
- Introduce unit vocabulary: auction, enslaver, Middle Passage, overseer, triangular trade (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.

- Faciltiate discussion regarding different perspectives of European colonization; explain to students that while Europeans believed they were doing something great for their respective countries, there were groups of people who experienced the negative effects of colonization. These groups are enslaved West African and the Indigenous cultures discussed in Unit 1.
- Present a map of Africa and focus on the countries that make up West Africa using the TCI map on page 158 as a guide. Discuss a "timeline" of the development of the institution of slavery and explain how it was abolished by the 13th Amendment in 1865.
- Provide reading and discussion on West Africa (TCI p. 158).
- Show slides from TCI Lesson 8 Station A- African Proverbs. Share several common proverbs e.g. "When life gives you lemons, make lemonade" and discuss the true meaning of them. Relate this to the African proverbs and use corresponding questions to discuss.
- Watch "African Kingdoms" video and discuss the dynamic and diverse cultures that existed prior to 1600. Use a graphic organizer to take notes about different empires, focusing specifically on Mali and Ghana.
- Watch "Mansa Musa" Brain Pop and complete corresponding BrainPOP activities (e.g. Quiz, worksheet, etc.). Discuss what allowed for the Mail Empire to be so successful.
- Take a virtual tour of the Djenne Mosque in Mali. Discuss the replastering celebration that occurs each year and watch PBS's "The Great Mosque is Replastered" - discuss how the community comes together to preserve this UNESCO World Heritage Site.
- Host a "museum walk" where students are able to examine printouts (or digital versions) of different West African artifacts - suggested resource: Metropolitan Museum of Art online collection
- Watch "Trading Gold for Salt" and discuss how a thriving trade industry existed in West Africa.
- Provide reading and discussion on the enslavement of West African people (TCI p. 159 and 160).
- Discuss the term chattel (noun: a personal possession) with students and explain that slavery in the United States was chattel slavery.
- Read about Elmina Castle in the slide for Station B and the enslavement of West Africans in slides for Station C. Use corresponding questions to discuss.
- View drone footage of Elmina Castle to show students where Elmina Castle is located. Note the contrast between the beauty and grandeur of the building/area and the horrific history that took place there. Discuss the size of the structure and what that reveals in terms of the severity of the activities that took place there.
- Provide reading and discussion on the movement of enslaved people (TCI p. 161 and 162).
- Read about triangular trade using the slide from TCI Lesson 8 Station D. Use corresponding discussion questions.
- Review the definition of a primary source and how it helps people learn about an event. Read "The Interesting Narrative of the Life of Olaudah Equiano" from TCI slide for Station E. Use corresponding questions for discussion.
- Share and discuss the video "Equiano and the Middle Passage."
- Provide reading and discussion on the movement of enslaved people (TCI p. 163 and 164).
- Read "Slavery and the Colonies" in the slide for Station F. Use corresponding discussion questions.
- Read the story, "Life as an Enslaved Person" in the slide for Station G and discuss. Use corresponding discussion questions. Students can learn more about Hercules from the website George Washington's Mount Vernon.
- Examine, compare, and contrast the biographies of different enslaved people who lived at Mount Vernon
- Read *Now Let Me Fly* with students - pause at central parts of the story to discuss the effects of the institution of slavery on families. Make a web diagram to explain how slavery impacted enslaved people in different ways. Track what happened to the main character's family.
- Research ways enslaved people resisted the institution of slavery in both subtle and explicit ways using the Smithsonian Institute's "Fighting for Freedom" resources and Gilder-Lehrman's "Slave Resistance"
- Read about African American spirituals from the Library of Congress and discuss how they served as a form of resistance - select two spirituals to listen to and analyze - compare and contrast the lyrics and discuss the feelings the songs invoke.
- Read and discuss the TCI Reading activity: Social Studies Stories- How Enslaved Africans Kept Hope Alive. Discuss the ways enslaved people built a new culture.
- Discuss examples of how enslaved people contributed to different structures and craftsmanship in the United States. Case studies may include the craftsmen who built the White House or potter David Drake.
- Read the TCI Reading activity: "Explore - Juneteenth" and answer the corresponding questions. Optional extension activity: watch "Juneteenth" BrainPOP.
- Review the Indigenous cultures studied in Unit 1 using the anchor charts created. Ask: Why do you think different Indigenous cultures experienced the negative impact of European colonization at different times?

- Discuss the main tactics of colonization: war, disease, enslavement, conversion. Use *Encyclopedia of American Indian History & Culture* to revisit the Indigenous cultures studied in Unit One and discover the interactions that occurred upon meeting the European colonizers. For example: The Lenape were forced to live on the Brotherton Reservation, travel north and west. As a class, research specific interactions the Indigenous nations studied in Unit One had with the Europeans (or later the Americans). Analyze how this impacted their cultures.
- Use the Smithsonian Institute's "Native Resistance: Then and Now" activities to learn about attempts by Indigenous people to resist the various aspect of colonization
- Read aloud *When I Was Eight* by Christy Jordan-Fenton and Margaret Pokiak-Fenton - have students track the impact of Indigenous boarding schools, but also how the main character resisted attempts at forced assimilation in both overt and covert ways. Remind students that this story is based on Margaret Pokiak-Fenton's own experiences.
- Read about Luther Standing Bear and the Carlisle School from Junior Scholastic ("True Teens of History - He Fought for Native Rights") - discuss how he advocated for a change in US policy regarding indigenous boarding schools.
- Explain to students that despite the effects of colonization, indigenous nations preserved their cultures.
- Use *Encyclopedia of American Indian History & Culture,* National Geographic Kids , and Indigenous Cultures and Resources by Region to discover how indigenous nations studied in Unit One continue to celebrate, continue, and preserve their cultures.
- Read and discuss suggested articles from Time For Kids, Scholastic News, and Readworks.org about indigenous cultures' contributions and preservation of their cultures.
    - Readworks- A Native in the Land of Poetry, Tribal Tribute, John Herrington: The First Native American Astronaut
    - Scholastic News-What's in a Name?, Saving Our Language, Finding Navajo
    - Time For Kids- Reclaiming the Past, Tribal Lands Returned, A Cool School

- Suggested culminating activity: Students can choose one Indigenous nation and conduct research about any current events that depict how the nation is continuing to preserve their culture. For example, a school in Bethel, Alaska teaches classes in Yup'ik from kindergarten to third grade. Activities might include a writing piece, a Google Slide show presentation, a poster, a speech, etc. Students should share their conclusions with the class.

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 impacts of colonization through exit tickets, summaries, Venn Diagrams, and discussions.

Summative Assessments:

- Students will explain the impacts of colonization through written and/or oral expression by establishing and supporting a claim; culminating comparative 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!*
- *National Geographic Encyclopedia of American Indian History & Culture*

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.