

# Unit 1: Migration, Colonization, Settlement (1491-1754)

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **8 weeks**  
Status: **Published**

## Summary

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In United States History I Honors, students will study events beginning with European colonization through the closing of the West. The US History I Honors course is intended to refine students' historical thinking skills and closely mirrors those of the AP US History course. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

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

This unit is part of the larger aforementioned course sequence and specifically focuses on migration, colonization, and settlement where students will understand that contact among Europeans, Indigenous Americans, and Africans resulted in a class of cultures that contributed changed migration patterns, impacted competition for resources, fueled the growth of the institution of slavery, and spurred colonial resistance. By the end of this unit, students will be able to explain the causes and impact of European conquest and colonization with an emphasis on the English colonies and development. Students will be able to do so by examining primary and secondary sources where they will identify viewpoints, create and support a claim, and assess causal relationships. Moreover, an introduction to AP Themes and definitions will allow students to develop a more comprehensive content focus.

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. Furthermore, 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 2021

## Standards

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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 Holocaust 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 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

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Essential Questions:

- How were Pre-Columbian American cultures complex and advanced?
- How was the cultural landscape of the Americas affected by post-Columbian contact?
- To what extent are the European Patterns of Conquest similar and different?
- Is it possible to “share” land?

Enduring Understandings:

- Contact among Europeans, Indigenous Americans and Africans resulted in significant social, cultural and political changes on both sides of the Atlantic Ocean.
- The British colonies participated in political, social, cultural and economic exchanges with Great Britain that created both bonds and resistance to British control.

## Objectives

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Students will know:

- Terms, concepts, and individuals (including, but not limited to):
  - Atlantic World
  - Aztecs
  - Spanish Colonization
  - Columbian Exchange
  - Conquistadors
  - Encomienda System
  - French and Dutch Colonization
  - Missionaries
  - Iroquois Confederacy
  - English colonization
  - Indentured servitude
  - Powhatan Confederacy
  - Jamestown (first successful English colony)
  - Headright system
  - House of Burgesses
  - Pocohontas
  - John Smith
  - John Rolfe
  - New England, Middle, Chesapeake, and Southern Colonies
  - British West Indies
  - Mercantilism
  - Institution of slavery
  - Middle Passage
  - Stono Rebellion

- Bacon's Rebellion
  - Mayflower Compact
  - City Upon A Hill
  - Puritans, Separatists, and Pilgrims
  - Pequot Wars
  - Metacom's War
  - Salem Witch Trials
  - Maryland Toleration Act
  - Great Awakening
  - Quakers
- the context and motivations for European colonization in North America
  - the influence of interaction, cooperation, competition, and conflict of the economic development in North America, including the Columbian Exchange.
  - the different labor systems in North American colonies and determine their impact on the lives of various groups.
  - the English colonies developed a system of slavery that reflected specific geographic and demographic characteristics of the colonies and their economies.

Students will be skilled at:

- analyzing how geographic and environmental factors shaped and developed the North Americans colonies.
- assessing to what extent competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- explaining how religious groups and ideas have affected North American society and interactions among Indigenous cultures and Europeans.
- identifying the European cultures that colonized in the New World and comparing and contrasting their settlements.
- evaluating the extent to which distinct colonial regions and lifestyles impacted the perspective and bond the English colonies had with the Mother Country.
- examining, analyzing, and interpreting primary and secondary source documents to provide evidence of point of view, purpose, intended audience, and experiences during this time period.
- working independently and collaboratively to present comprehension and understanding.
- contextualizing to place events and sources into a broader historical timeline to describe the circumstances surrounding a topic.
- interpreting multiple perspectives to compare and contrast varying viewpoints for relative similarities and differences regarding a specific topic.
- writing with evidence to support an original claim.
- creating a claim to respond to a prompt.
- establishing causal relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).
- developing applicable connections to APUSH Themes.

## **Learning Plan**

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

- Review and contextualize the time period with previous knowledge from the 9th Grade World History course.
- Motivations for European Settlement: Students will analyze primary source excerpts (can be done in groups or stations) to determine the motivation and message of the various European nations during this time period regarding North America and new cultures.
- Columbian Exchange Editorial: Students will reflect on the positive and negative impact of the Columbian Exchange in a brief research project with a written component.
- Labor Systems and Introduction to Point of View: Students will read and annotate a document regarding the labor systems in North America (encomienda system, Spanish caste system, indentured servitude).
- Mystery of Jamestown Stations: Students will examine primary sources to achieve the mystery objective - how did Jamestown survive considering their initial challenges?
- Economic Development Representations: Students will create a map that identifies the lanes of Transatlantic trade, exchanges, and the size and scope of the British Empire in North America to determine trends and patterns, in addition to drawing conclusions about the Atlantic World and colonies (to include Middle Passage, Mercantilism and Triangular Trade).
- Colonial Regions Jigsaw: Each group will receive one colonial region to explore using the textbook and other sources to determine the geography, culture, economy etc. Debrief regarding similarities and differences.
- Inquiry Based Lesson - The Institution of Slavery - Students will have the opportunity to investigate to what extent slavery developed as a race based system by analyzing primary source documents and synthesizing their interpretations into a written response using HIPP analysis skills.
- Bacon's Rebellion Introduction to DBQ Categorization: Students will be introduced to approaching a Document Based Question through source analysis and categorization. Students will cite evidence from documents to prove the following statement: "For African workers in the British colonies, the labor system shifted from indentured servitude to plantation (chattel) slavery". Once students analyze the sources, students will address "Continuity and Change" of this event for Virginia's Labor System focusing on the shift from indentured servitude to that of race-based slavery that shapes the concept of "freedom" in the colonies.
- City Upon a Hill Examination: Students will read and view sources to discuss the foundations of "American Exceptionalism" in relation to Massachusetts Bay Colony.

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.

## **Materials**

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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 Americas [reading and questions](#)

Pocahontas [lesson plan](#)

Portola expedition primary source [lesson plan](#)

The Color Line ([activity](#))

10 Days that Changed America: Mystic Massacre

The Puritans primary source [activity](#)

Examining Passenger Lists [activity](#)

King Philip's War [lesson plan](#)

New York Conspiracy trials [materials](#)

"Africans in America" (from indentured servitude to race based slavery) clip [First 25 minutes](#)

["Deep in the Swamps, Archaeologists Are Finding How Fugitive Slaves Kept Their Freedom"](#) - reading on early maroon communities in Great Dismal Swamp

[Reading on religious freedom in the colonies](#)

[The Atlantic Slave Trade - Ted-ED](#)

[Stono Rebellion Documentary Video Clip](#)

[Gilder Lehrman - Facts about the Slave Trade and Slavery Article](#)

[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](#)

[In Penn's Shadow - Philadelphia the Great Experiment](#)

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

- Journal of Christopher Columbus upon his first encounter with the Arawak people of the Bahamas, 1492.
- Letter from the Milanese ambassador in England to Ludovico Sforza, Duke of Milan reporting on John Cabot's Voyage, 1497
- account of Portuguese explorer Vasco da Gama, 1498
- Dominican friar and priest Bartolome de Las Casas, Brief Account of the Devastation of the Indies, 1542.
- Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583. Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583. Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583.
- Richard Hakluyt, Discourse Concerning Western Planting written to Queen Elizabeth I, 1584.
- 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)
- 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
- Slave Population of Virginia and Maryland (1680-1790)
- 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.

## **Assessment**

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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 Now/Exit Tickets, Class Activities, Chapter Reading Quizzes (Short Answer Format), Homework, *Fabric of A Nation* Sourcing Activities (pages 32, 35, 44, 46, 58-59, 61, 63, 65, 71, 75, 93, 99, 100, 108, 111-112, 133)

### **Summative Assessments:**

AP Style Tests including Document Stimulus Question and Short Answer Questions

### **Benchmark Assessments:**

HIPP Analysis (Students will be able to identify and explain Historical Context, Purpose and Point of view by the end of this unit)

### **Alternative Assessments:**

Illustrated Timeline - Include Key events that occurred during the time frame to demonstrate cause and effect. "Illustrations" should include primary source images and documents.

Graphic Organizer connecting applicable AP themes to this unit with evidence from sources and class assignments.

## **Integrated Accommodation and Modifications**

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

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.