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

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

Summary

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.

Standards

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 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.

	North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
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.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.GeoGI.1.a	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	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
W.AW	Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW	Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
W.WP	Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
W.WR	Writing Research: By the end of grade 12, 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.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
W.RW	Range of Writing: By the end of grade 12, 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.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and

	reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
SL.PE	Participate Effectively: By the end of grade 12, 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.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
SL.II	Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES	Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
SL.PI	Present Information: By the end of grade 12, 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.
SL.UM	Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.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 claim(s), counterclaims, reasons, and evidence.
W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
W.AW.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.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.9–10.5	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.

W.SE.9–10.6	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 (MLA or APA Style Manuals).
W.RW.9–10.7	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.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Essential Questions

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

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

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

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 American (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 (Historical Context, Intended Audience, Purpose, and Point of View) 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.

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 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, Intended Audience, 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.

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 (Facing History)

Pocahontaslesson plan (Stanford History)

Portola expedition primary sourcelesson plan (Digital Inquiry Group)

10 Days that Changed America: Mystic Massacre (Youtube.com)

The Puritans primary sourceactivity (Digital Inquiry Group)

Examining Passenger Listsactivity (Digital Inquiry Group)

King Philip's Warlesson plan (Digital Inquiry Group)

New York Conspiracy trialsmaterials (famous-trials.com)

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

"Deep in the Swamps, Archaeologists Are Finding How Fugitive Slaves Kept Their Freedom" - reading on early maroon communities in Great Dismal Swamp (2016 Smithsonian Article)

Reading on religious freedom in the colonies (Facing History)

The Atlantic Slave Trade - Ted-ED (youtube.com)

Stono Rebellion Documentary Video Clip (youtube.com)

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

Digital Memorial and Resources (slavevoyages.org)

Exhibition - Lowcountry Digital Library at the College of Charleston (Digital Library at the College of Charleston)

PBS Africans in America Sources (PBS)

U.S. Department of Labor - The Emergence of American Labor Article (US Dept. of Labor Article)

Princeton University - Legislating Slavery in New Jersey Article (Princeton Universoty Article)

African American Slavery in the Colonial Era - NJ State Library (NJ State Library)

We and They in Colonial America (FacingHistory.org)

In Penn's Shadow - Philadelphia the Great Experiment (youtube.com)

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.