

# OTP10 -Early America SS2

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **2 marking periods**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

---

Students will be able to explore and understand the era of Exploration, the colonizing of North America, the founding and expansion of the United States, and the American Civil War.

## Transfer

---

**Students will be able to independently use their learning to-**

- identify major characters who explored the expanding world.
- discuss the importance in forming the colonies and separating from England.
- Compare the attitudes toward liberties and freedoms of our nation to other countries.
- Elaborate on the need to expand across the continent.

**What kinds of long term, independent accomplishments are desired?**

- Students should be able to explain our basic rights as Americans and discuss why there was a need to separate from England.
- 

## Meaning

---

## **Understandings**

---

### **Students will understand that...**

- Explorers made the dream of moving away from England for religious and political reasons a reality.
- Native Americans are the ONLY true Americans and that everyone else is an immigrant.
- Our Founding Fathers developed a Constitution that outlined the laws of the land and the rights of people and that this Constitution is still upheld every day in this country.
- There was a need for expansion across the country because of the growing population and the belief that we needed to own all of the land between the Atlantic and Pacific Ocean.
- The Civil War was caused by the differing perspectives of the regions of the country.

## **Essential Questions**

---

### **Students will keep considering...**

- How different life would be had it not been for the bravery of the early colonists and the vision of our Founding Fathers.
- How different life would be if slavery was not abolished during the Civil War.

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

#### **Students will know...**

Why the colonists left England and what issues they faced in the New World.

Various explorers of the world and what impact they had on discovering America.

Who our Founding Fathers are the role that they played in forming the new country.

What the issues were that caused the Civil War.

### **Students will be skilled at...**

---

#### **Students will be skilled at...**

Reading and following a timeline of events

Reading a map and identifying different features

Reading a map that shows the expansion of America in its numerous phases

Comparing the Union to the Confederacy, and identifying their specific regions.

### **Academic Vocabulary**

---

cash crop      militia

colony      Minutemen

found      patriot

Pilgrims      revolution

boycott      tariff

colony      taxes

Loyalist      independance

President      Manifest Destiny

### **Target 1**

---

- Students will be able to explain why colonists from Europe settled in the New World.

### **Learning Goal 3**

---

- Students will investigate important documents that were created by the Founding Fathers that helped build our country.

### **Target 1**

---

- Students will identify various Founding Fathers that impacted our country.

### **Target 2**

---

- Students will understand the creation and adoption of the Constitution and the Bill of Rights.

### **Learning Goal 4**

---

- Students will learn about the concept of Manifest Destiny and how it led to Westward Expansion by the United States.

### **Target 1**

---

- Students will be able to understand the reasons for Westward Expansion.

### **Target 2**

---

- Students will be able to assess the importance of the Louisiana Purchase and how it effected Westward Expansion.

### **Learning Goal 5**

---

- Students will be able to recognize the various differences between the Northern and Southern states

that led to a Civil War. The Civil War had a lasting impact on the United States.

### **Target 1**

---

- Students will explain why there was conflict with the practice of slavery.

### **Target 2**

---

- Students will identify and discuss the differences between the Northern and Southern states.

### **Target 3**

---

- Students will describe the results of the Civil War and the impact it had on the United States.

### **Summative Assessment**

---

Link to summative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

- end of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observations

### **21st Century Life and Careers**

---

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## **Formative Assessment and Performance Opportunities**

---

- Do Now
- Exit Ticket
- Graphic Organizer
- group project
- independent project
- Questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

## **Differentiation/Enrichment**

---

- 1:1 instruction
- community based instruction
- cueing/prompting
- reinforcement activities
- role playing/simulation

- small group instruction
- visual supports

## **Unit Resources**

---

**"Spotlight On America-Colonial America"-** (teacher created resources)

**"Spotlight On America-American Revolution"-** (teacher created resources)

**US History Shorts - Pre-Colonization Through Reconstruction**

**Early America Folder Located in OTP SS Curriculum Folder**

Various Books

Various Workbooks

board games

interactive activities

online activities

video presentation

[Early America Resources](#)