

# Unit 2: The 13 English Colonies

Content Area: **Social Studies**  
Course(s): **United States History I**  
Time Period: **6 weeks**  
Length: **October-November**  
Status: **Published**

## Unit Overview

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Unit 4 explains how the English colonists adapted ideas from their European heritage, as well as Native American ideas to develop new political and religious institutions and economic systems. The impact of triangular trade on the English Colonies and the slave labor system and depopulation of Native Americans had on the colonial world. The settlement patterns and regional identities formed within the colonies will be discussed, as well as the hardships of establishing an initial settlement. Finally, mercantalism, its effects on the colonies and the conflicts for natural resources between the colonists and native Americans.

## Transfer

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Students will be able to independently use their learning to...

-Students will be able to use their learning to identify the complexities of colonization. Why natural resources are important and how different cultures competing for them can cause violence. Also, the implications of using slave labor on society. Determine how different regions and natural resources can develop different cultures and ways of life.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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- Understand how conflict and unity can occur when different cultures meet.
- Determine the role natural resources play during colonization and different cultures meeting.
- How slave labor leaves lasting impressions on cultures and society. **(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**
- Understand the different cultures and regional characteristics of each section of the 13 English Colonies.  
**(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)**

### **Essential Questions**

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Students will keep considering...

Identify reasons why oppressive government may cause people to leave and settle elsewhere.

Evaluate why different cultures (Puritans and Native Americans) compete for natural resources and land.

Compare and contrast the different colonial regions and why jobs and culture are different in each.

Identify the lasting impacts of using slave labor on a society.

What freedoms and ways of government are established during the colonial period that affected early and modern America.

### **Application of Knowledge and Skill**

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

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Students will know...

Why the Puritans left England and what issues arose between them and Native Americans.

What types of jobs, culture and immigrants defined the middle colonies.

What types of jobs, culture and immigrants defined the southern colonies.

The types of early self government practiced in the colonies.

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

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Students will be skilled at...

Analyzing the interactions between different cultures and understanding how conflict or peace occurred.

Recognizing how different types of culture emerge based on their topographical features and natural resources available.

Explaining how the culture of self-government and freedom started during the early days of the colony and how that is present in modern day America.

Drawing conclusions about how the culture of the colonies explains the modern culture of America.

Examining primary sources and detecting bias.

### **Academic Vocabulary**

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Unit 4 Section 1

-Puritans, General Court, Fundamental Orders of Connecticut, religious tolerance, Sabbath, town meeting.

Section 2

-Patron, proprietary colony, royal colony, Quakers, Pennsylvania Dutch, cash crop.

Section 3

-Mason-Dixon Line, Act of Toleration, Bacon's Rebellion, indigo, debtor, slave code, racism.

#### Section 4

-mercantilism, export, import, Navigation Acts, Yankee, triangular trade, legislature, Glorious Revolution, bill of rights, English Bill of Rights.

#### Section 5

-gentry, middle class, indentured servant, Great Awakening, public school, tutor, apprentice, dame school, Enlightenment, libel.

### **Learning Goal 1**

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Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies, as well as, compare and contrast the voluntary and involuntary migratory experiences of different groups of people and how their experiences differed. In addition, students will be able to analyze the struggles between European colonists and Native Americans for natural resources and the effects of mercantilism on the colonies and European nations.

### **(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
SOC.6.1.8.2	Colonization and Settlement (1585-1763)
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how

	these patterns affected interactions in different regions of the Western Hemisphere.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

## Target 1

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Students will be able to determine the causes for the Puritans leaving England and the conflicts they had with the Native Americans. They also will be able to analyze Puritan life and how its towns and villages were established and governed.

SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

## Target 2

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Students will be able to identify the cultural, political, social and economic aspects of the middle colonies. Determine what topographical features and resources determined their behaviors.

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SOC.6.1.8.2	Colonization and Settlement (1585-1763)
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and

	institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

### **Target 3**

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Students will be able to identify the cultural, political, economic and social aspects of the southern colonies. Determine the impact slavery had on the colony and the lasting effects of that institution.

**(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

**(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)**

SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.

### **Target 4**

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Students will be able to explain and analyze why a mother country would want to control and regulate her colonies. Students will also be able to explain how colonial governments operated and identify the methods used by England to control the colonies through government and legislation.

SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

## Target 5

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Students will be able to explain and analyze the social structure of colonial America and how education and ideas were spread. Student will explain the role of religion in colonial life.

SOC.6.1.8.2	Colonization and Settlement (1585-1763)
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

## Advanced Learning Goals

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## Advanced Targets

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## 21st Century Life & Career

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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.CRP6	Demonstrate creativity and innovation.
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.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.D.5	Explain the economic principle of supply and demand.
PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Reading Like A Historian: "The Puritans" <https://sheg.stanford.edu/puritans>

Reading Like A Historian: "Salem Witch Trials" <https://sheg.stanford.edu/salem-witch-trials>

Reading Like A Historian: "King Philip's War" <https://sheg.stanford.edu/king-philips-war>



Beyond the Bubble: "Slave Quarters" <https://beyondthebubble.stanford.edu/assessments/slave-quarters>

Docs Teach: "A Journey Through the Slave Era" <http://docsteach.org/activities/6714/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=1>

Reading Like A Historian: "The Great Awakening" <https://sheg.stanford.edu/great-awakening>

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 7th grade social studies teachers during common planning time.

Students will also complete grade 7 common assessment "City Upon a Hill" based on answering open ended questions using primary source documents.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

## **Accommodations/Modifications**

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Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

GOOGLE EXPEDITION (Virtual Reality through History) Differentiated questions - several question sheets for various levels - Advanced Social Studies / general ed, and special ed.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

- guided notes
- interactive websites/games
- leveled assignments
- leveled readings
- modified assessments
- Student-generated research projects

## **Advanced Class Modifications**

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## Unit Resources

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

### NEWSCURRENTS (LGBTQ RESOURCES)

**New Jersey Amistad Commission Interactive Curriculum** - <http://www.njamistadcurriculum.net/>

Establishment of a New Nation & Independence to Republic- Units  
Resources <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>

**New Jersey Commission on Holocaust Education Resources** - <https://www.nj.gov/education/holocaust/curriculum/>

A Response Resource for the Classroom: Fielding Common Questions Related to the History That Documents Slavery <https://www.nj.gov/education/holocaust/resources/SlaveryPamphlet.pdf>

## Digital Resources

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### 1.) Digital Public Library of America -

<https://dp.la/search?q=Thirteen+english+colonies&subject%5B%5D=United+States--History--Colonial+period%2C+ca.+1600-1775&utf8=%E2%9C%93> link to various lessons and sources on the 13 English Colonies.

a.) [https://dp.la/item/eddf385330d84d7465da6b3b0f97b9ac?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3F](https://dp.la/item/eddf385330d84d7465da6b3b0f97b9ac?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3F)

q%3DThirteen%2Benglish%2Bcolonies%26subject%255B%255D%3DUnited%2BStates--History--Colonial%2Bperiod%252C%2Bca.%2B1600-1775%26utf8%3D%25E2%259C%2593 - 13 English Colonies

b.) [https://dp.la/item/b708a47a88c1ac7b01b76f760c66c1e4?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3DThirteen%2Benglish%2Bcolonies%26sort\\_by%3Dcreated%26sort\\_order%3Ddesc%26subject%255B%255D%3DUnited%2BStates--History--Colonial%2Bperiod%252C%2Bca.%2B1600-1775%26utf8%3D%25E2%259C%2593](https://dp.la/item/b708a47a88c1ac7b01b76f760c66c1e4?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3DThirteen%2Benglish%2Bcolonies%26sort_by%3Dcreated%26sort_order%3Ddesc%26subject%255B%255D%3DUnited%2BStates--History--Colonial%2Bperiod%252C%2Bca.%2B1600-1775%26utf8%3D%25E2%259C%2593) - essay on the Old Northwest, with a view of the 13 Colonies as constituted by the royal charters

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=2&smtid=3> - link to various lessons and sources on the 13 English Colonies including:

a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=649](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=649) - King Philip's War by Edmund Randolph

b.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=96](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=96) - Indian affairs 1679

c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=94](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=94) - Persecution of the Quakers

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.0/> link to various lessons and sources on the 13 English Colonies including

a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.4/> - The Puritans

b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.6/> - The Salem Witch Trials

c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.7/> - The Great Awakening

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/Topics> link to various "topics" of the curriculum

a.) <http://americanhistory.abc-clio.com/Topics/Display/290567> - Jamestown

b.) <http://americanhistory.abc-clio.com/Topics/Display/1183166> - regional colonial development

c.) <http://americanhistory.abc-clio.com/Topics/Display/1183179> - The American Identity

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/> - link to various lessons and sources on the 13 English Colonies including:

- [6. Salem Witch Trials](#)

**6.) NJ Amistad Curriculum** - <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>

**7.) UMBC History Labs:** <http://www.umbc.edu/che/historylabs/labs.php>

## **Interdisciplinary Connections**

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LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.