

Unit 1: Exploration and Colonization (Grade 7)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **5 weeks**
Length: **September**
Status: **Published**

Unit Overview

Students will be able to learn about the era of Exploration, how the Spanish built an empire, how colonizing in North America came about, the building of the Jamestown Colony and why people came to the New World in search of religious freedom.

Transfer

Students will be able to independently use their learning of Exploration and Colonization to have a richer understanding of how their geographical world and the cultures within came about during the 16th and 17th centuries.

Meaning

Understandings

Students will understand that...

- physical geography has an influence on the security of a colony
- European and Native cultures exchanged materials, ideas, and diseases

-colonies were created and land was taken often through force

-the trans-Atlantic slave trade expands during this era (NEW JERSEY AMISTAD COMMISSION CURRICULUM-SEE UNIT RESOURCES)

-rivalries between European countries contributed to competition for American colonies

Essential Questions

Students will keep considering...

- 1.) (Supporting a Main Idea): Today, Columbus Day is a national holiday. Yet, some Americans oppose the celebration. List one reason to support each point of view.
- 2.) (Drawing Inferences): Why do you think Spain reserved the most powerful positions for Spanish-born officials?
- 3.) (Making Decisions): Both *coureurs de bois* and missionaries endured great hardships in New France. For each of them, list two reasons they might have decided to come to North America.
- 4.) (Linking the Past and Present): Name three important features of Jamestown's government and explain how it is also an element of American representative government today.

Application of Knowledge and Skill

Students will know...

Students will know...

- 1.) Identify the impact of Columbus's voyage
- 2.) Describe how Spanish explorers found a route across the Pacific Ocean

- 3.) Describe how conquistadors defeated two Indian empires
- 4.) Explain how Spain settled its colonies
- 5.) Explain why European powers sought a new route to Asia
- 6.) Identify how the Protestant Reformation affected rivalries among European nations
- 7.) Identify challenges faced by the first English colonists
- 8.) Describe how Virginia began a tradition of representative government
- 9.) Describe how European states controlled or regulated religion
- 10.) Explain why the colonists at Plymouth wanted the Mayflower Compact

Students will be skilled at...

Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

Academic Vocabulary

Section 1: colony, turning point, circumnavigate, Columbian Exchange

Section 2: conquistador, pueblo, presidio, mission, peninsulare, creole, mestizo, encomienda, plantation

Section 3: northwest passage, Protestant Reformation, coureur de bois, alliance

Section 4: charter, burgess, House of Burgesses, representative government, Magna Carta, Parliament

Section 5: Pilgrims, established church, persecution, Mayflower Compact, precedent, Thanksgiving

Learning Goal 1

Students will be able to learn about and comprehend European exploration and the colonization of America that followed, as well as its impact on settlers, religion, governmental practices, economics, trade and the effect on Native Americans and Africans.

(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	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.1	Three Worlds Meet (Beginnings to 1620)
SOC.6.1.8.A	Civics, Government, and Human Rights

SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B	Geography, People, and the Environment
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.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Target 1

Students will be able to Identify the impact of Columbus's voyage, describe how Spanish explorers, found a route across the Pacific Ocean, and explain how exploration set off a global exchange of goods and services.

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.1	Three Worlds Meet (Beginnings to 1620)
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Target 2

Students will be able to Describe how conquistadors defeated two Indian empires, name the areas the Spanish explored, explain how Spain settled its colonies, and summarize what life was like for Native Americans under Spanish rule.

SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
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.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Target 3

Students will be able to explain why European powers sought a new water route to Asia, identify how the Protestant Reformation affected rivalries among European nations, and describe how a rivalry developed between New France and New Netherland.

SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
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.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 4

Students will be able to identify challenges faced by the first English colonies, describe how Virginia began a tradition of representative government, name the groups of people of who made up the new arrivals in Virginia after 1619.

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.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.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
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.
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

Students will be able to describe how European states controlled or regulated religion, explain why the colonists at Plymouth wanted the Mayflower Compact, identify how the pilgrims survived early hardships.

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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.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.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
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.
SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Learning Goal 2

Advanced Learning Goals

Advanced Targets

21st Century Life & Career

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.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.E.8	Recognize the techniques and effects of deceptive advertising.
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.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

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: "Pocahontas" <https://sheg.stanford.edu/pocahontas>

Reading Like A Historian: "Mapping the New World" <https://sheg.stanford.edu/mapping-new-world>

Beyond the Bubble: "The First Thanksgiving" <https://beyondthebubble.stanford.edu/assessments/first-thanksgiving>

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.

Common Assessment #1: "City Upon A Hill"

Formative Assessment and Performance Opportunities

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

Accommodations/Modifications

NEWSELA LEVELED READINGS

TIERED ASSIGNMENTS

STATIONS AND LEARNING CENTERS

SMALL GROUP RETEACH OPPORTUNITIES

SCAFFOLDING AS PER MARZANO TAXONOMY

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

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.

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> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

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 games/websites
- leveled assignments

- leveled readings
- modified assessments
- research assignments

Advanced Class Modifications

Unit Resources

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

helpful bulletin boards and posters

exit tickets

on-line project builder

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

The Merging Atlantic World (Native Americans, Africans, Europeans) Unit Resources-
<http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world>

NEWSCURRENTS (LGBTQ RESOURCES)

Digital Resources

1.) Digital Public Library of America - <https://dp.la/primary-source-sets/sets/exploration-of-the-americas> - link to various primary source lessons on the Exploration and Colonization Era including:

- a.) [An excerpt from Bartolomé de Las Casas's 1542 account of Spanish conquest of native peoples of the Americas \(in Spanish\).](#)
- b.) [An 1866 illustration of early Spanish colonization in the Caribbean islands.](#)
- c.) [A 1910 photograph of a man infected with variola, also known as smallpox.](#)
- d.) [A 1722 letter from a French Jesuit Missionary about his experience living among the Abnaki people in eastern Canada.](#)

2.) Digital History website - <http://www.digitalhistory.uh.edu/era.cfm?eraID=1&smtID=3> link to various sources on the Exploration and Colonization Era including:

- a.) Speech by Captain John Smith 1609 - http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4310
- b.) Native Americans discover Europeans - http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=630
- c.) A French missionary observes courtship, marriage, and gender roles among the Huron Native Americans - http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=633

3.) CK-12 Social Studies (Basic and Advanced Online Texts) - <http://www.ck12.org/history/> link to various sources on the Exploration and Colonization Era including:

- a.) Early colonial Maps (basic) - Jamestown: comparing maps as primary sources - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.1/>
- b.) Pocahontas (basic) - <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/2.2/>
- c.) Passenger lists to the New World (basic) - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/2.3/>

4.) ABC-clio.com

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1182331> - Spanish Colonization (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1182477> - French and Dutch Settlement (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1182483> - Native Americans and Europeans (lesson overview)

5.) Reading Like A Historian - <https://sheg.stanford.edu/colonial> - primary sources on various sources on the Exploration and Colonization Era including:

- [1. Pocahontas](#)
- [2. Mapping the New World](#)
- [3. The Puritans](#)
- [4. Examining Passenger Lists](#)
- [5. King Philip's War](#)
- [6. Salem Witch Trials](#)

6.) Beyond the Bubble - <https://beyondthebubble.stanford.edu/assessments> - link to various sources on the Exploration and Colonization Era including:

a.) The First Thanksgiving - <https://beyondthebubble.stanford.edu/assessments/first-thanksgiving>

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

8.) NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world>

Interdisciplinary Connections

Refer to the standards in the learning goal and 21st Century Life and Career sections.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for

usability.

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.