

Unit 1: Colonial America

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

Unit 1: Colonial America (~1492-1763)

Learning Objectives

- Compare and contrast the New England, Middle, and Southern Colonies
- Compare Great Britain's government to their colonial governments
- Describe how Native Americans and European settlers interacted
- Describe the different climates of North and South America
- Explain the difference between mercantilism and capitalism
- Explain the differences in how European countries created and controlled their colonies

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Essential Questions

- What is the best way to share land?
- Why do people emigrate?

Standards

SOC.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.
SOC.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).
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

Essential Skills

- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings of people from historical memory
- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex topic into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

Instructional Tasks/Activities

- 13 Colonies Map Activity
- Checks for comprehension
- Ducksters
- Guided Notes
- Make up previous work
- McGraw Hill textbook readings, Chapter 1
- McGraw Inquiry: Columbian Exchange
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- Primary Source Analysis: Bartolome de las Casas
- Primary Source Analysis: Olaudah Equiano
- Video lesson review sheet

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Modifications and Accommodations

- Access to accurate notes
- Additional time to complete classroom tests/quizzes
- Allow extra time for task completion
- Allow for oral follow-up for student to expand on written response
- Allow wait time for processing before calling on student for response
- Break down tasks into manageable units
- Edit written work with teacher guidance
- Emphasize multi-sensory presentation of data
- Frequently check for understanding
- Modified homework assignments (modify content, modify amount, as appropriate)
- Modified tests/quizzes
- Modify curriculum content based on student's ability level
- Modify the content of tests/quizzes
- Pre-teach new vocabulary
- Provide benchmarks for long-term assignments and/or projects
- Provide hands-on learning activities
- Provide modeling
- Provide option for alternative assessments
- Provide timelines for work completion
- Read directions aloud
- Read test aloud
- Refocusing and redirection
- Simplify task directions
- Small group administration of classroom tests/quizzes
- Use a consistent daily routine
- Use interests to increase motivation
- Use of calculator/math grid

Resources

- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet Research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th

Edition, ISBN: 978039369612 (vol. 1) / 9780393696929 (vol. 2)

- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate online text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

Assessment Procedure

- Classwork
- Current Events
- DBQs
- Duckster Quizzes
- Exit Ticket/Entrance Ticket/Do Now
- Informal Assessments/Checks
- Other named in lesson
- Participation - weekly
- Projects
- Tests