

Unit 1: The Origins of a Nation

Content Area: **Template**
Course(s):
Time Period:
Length:
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State Mandated Topics Addressed in this Unit

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	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Amistad Law: N.J.S.A. 18A 52:16A-88	
LBGT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit 1: The Origins of a Nation (1350-1776): Exploration, European Colonization, The English Colonies, The Coming of Independence

Learning Objectives

- Analyze the culture, economic, and political development of the English colonies in America.
- Assess the impact of conflicts between native groups and North American settlers
- Assess the impact of interactions between native groups and North American settlers
- Explain geographic variations role in promoting trade with global markets in the New World
- Explain how a new interest in learning led to the technological advances made European exploration, conquests, and settlement in the Americas possible.
- Explain how economic ideas conflicted during this time period
- Explain how geographic variations impacted economic development in the New World
- Explain how mercantilism and capitalism conflicted during this time period
- Explain how the British North American Colonies adapted British governance structure.
- Explain how the British North American colonies fit ideas, individual rights, economic growth, participatory government.
- Gain an appreciation for the background causes leading up to the American Revolution.
- Gain an understanding of the colonial practices of the Spanish, Dutch, and the French.
- Students will also analyze the differences between the Europeans who came over to the New World and the native population that was already living there.
- Understand the role the French and Indian War had in leading the American colonies to declare their independence.
- Use sources to analyze factors that lead to an increase in participation in government.
- Use sources to analyze factors that lead to an increase in political rights.

Essential Skills

- Compare the settlement patterns of the French and the Dutch in North America.
- Discuss why the diversity of the population in the Middle Colonies might have caused conflict.
- Read philosophical writings by Hobbes, Locke, Voltaire, and Montesquieu and explain the impact of Enlightenment philosophy on religious toleration and freedom of speech during the colonial period.
- Read primary source documents to understand and discuss the role of family and education in the lives of New England Puritans.
- Research and chart new technological advances during the European age of exploration.
- Research and chart the geographical location of English, Dutch, and French colonization.
- Use the Internet to research how Africans went from indentured servitude to racial slavery.
- Use the Internet to research the relationship between English colonists and Native Americans.
- Whenever appropriate primary resources from the online textbook and other sources should be used.
- Working in small groups students can conduct research using the Internet, to compare/contrast various native groups living in North, Central, and South America.
- Write an essay explaining about the different navigational methods used during the 15th and 16th centuries.
- Write an essay that can be completed by viewing the film titled “The Mission.”

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.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in 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.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
SOC.6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

Instructional Tasks/Activities

- Answer teacher-generated discussion questions for the section titled "Settling for Determinism"
- Answer teacher-generated discussion questions for the section titled "The American Revolution - Conducting the War"
- Answer teacher-generated questions about the Continental Army
- Answer teacher-generated questions about the documentary titled "Jamestown: A Moment in Time"
- Answer teacher-generated questions using a chart with information about the Original 13 Colonies
- Answer teacher-generated questions using a map of explorers
- Answer teacher-generated questions using a reading about the Continental Army
- Common Lit titled "First Contact with Europeans"
- Common Lit titled "Northeast Natives"
- Common Lit titled "The Declaration of Independence"
- Compare and Contrast a list of Jamestown settler's and answer teacher-generated questions
- Compare/Contrast Artist selected indigenous tribes of North, Central, and South America to their own life
- Compare/Contrast teacher selected indigenous tribes of North, Central, and South America
- Complete a teacher-generated activity that asks about life for the Pilgrims
- Complete a teacher-generated activity that asks questions that use the research conducted in the Food Origins project
- Complete a teacher-generated activity that compares/contrasts the Townshend and Coercive Acts
- Complete a teacher-generated activity that visually describes mercantilism
- Complete a teacher-generated activity titled "Unite or Die"
- Complete a teacher-generated assessment (test)
- Complete a teacher-generated compare/contrast activity that looks at Native Americans and Europeans
- Complete a teacher-generated confidence activity using key terms (vocabulary) including: 1) First Continental Congress 2) Second Continental Congress 3) Declaration of Independence 4) Tories (loyalists) 5) Preamble 6) Mercenary 7) Blockade 8) Ratify 9) Guerrilla Warfare 10) Thomas Jefferson 11) Neutral 12) Recruit 13) Desert 14) Ambush 15) Relinquish 16) Quartering 17) Annihilation
- Complete a teacher-generated four-boxes (graphic organizer) activity using key terms from the current unit of study
- Complete a teacher-generated independent practice using European Colonization vocabulary
- Complete a teacher-generated map activity about the French and Indian War
- Complete a teacher-generated Midterm Exam
- Complete a teacher-generated Midterm Review
- Complete a teacher-generated notes quiz
- Complete a teacher-generated pre/post assessment activity looking at characteristics of Native Americans and Europeans

- Complete a teacher-generated review in preparation for their upcoming assessment
- Complete a teacher-generated vocabulary quiz
- Complete an activity using the online textbook about declaring independence
- Complete an activity using the online textbook about organizing colonial resistance
- Complete an activity using the textbook about the French and Indian War
- Complete an inquiry assignment on the Columbian Exchange
- Complete and review answers to a teacher-generated review for the unit titled "European Colonization"
- Complete and review answers to a teacher-generated review for the unit titled "Exploration"
- Complete teacher-generated discussion questions
- Complete teacher-generated notes
- Complete the activity from the online textbook website that asks the students about what they had to eat during a full week.
- Complete the activity titled "Spanish and the Encomienda System" taken from online textbook.
- Conduct research for various native tribes/groups in North, Central, and South America
- Create a chart examining the different reasons the English established colonies in the Americas.
- Create a diagram showing the economic relationship between Europe, the Americas, and Africa.
- Define a list of key terms (vocabulary) including: 1) First Continental Congress 2) Second Continental Congress 3) Declaration of Independence 4) Tories (loyalists) 5) Preamble 6) Mercenary 7) Blockade 8) Ratify 9) Guerrilla Warfare 10) Thomas Jefferson 11) Neutral 12) Recruit 13) Desert 14) Ambush 15) Relinquish 16) Quartering 17) Annihilation
- Define a list of key terms including: Navigation Acts, effigy, French and Indian War, boycott, Albany Plan of Union, repeal, propaganda, Loyalist, Patriot, writs of assistance, petition, Treaty of Paris.
- Define a list of key terms including: patron, proprietary colony, pacifist, Virginia Company, immigration, indentured servant, constitution, debtor, tenant farmer, subsistence farming, triangular trade, cash crop, export, import, smuggling, charter colony, royal colony, militia, alliance.
- Define a list of key terms including: strait, tribute, mission, presidio, circumnavigate, encomienda system, charter, mercantilism, plantation, burgesses, joint-stock company, dissent, Puritan, Mayflower Compact, Separatist, persecute, Pilgrim, fur trade, toleration.
- Define a list of key terms related exploration including: Archaeology, artifacts, Ice Ages, nomads, migration, maize, Carbon Dating, civilizations, Theocracy, hieroglyphics, terraces, pueblos, federations.
- French and Dutch Settlement Patterns activity (chart)
- Map the physical geography of the New England colonies and describe how the climate and soil favored the development of a diversified economy in the area.
- Map the spatial arrangement of a typical New England town.
- Participating in a teacher-generated Gimkit
- Participating in a teacher-generated Kahoot
- Read and answer questions for the reading titled "Columbus: A Much Debated Hero."
- Read and answer questions from the online textbook for the section of material titled "The American Revolution"
- Read and answer teacher-generated questions about the Dutch East and West India Companies
- Read and answer teacher-generated questions about the French and Indian War
- Read and answer teacher-generated questions about the history of the first Thanksgiving
- Read primary source documents about women in the colonial period and discuss the role of women.

- Teacher-generated timeline Spanish Colonization activity
- Turn activity asking about meals from the past week, into a presentation, dealing with which hemisphere the food comes from i.e. Western/Eastern. Power Points should be presented to the class.
- Use a physical map to evaluate the conditions in the South which favored large-scale farming.
- Use a physical map to examine the ways in which geographic conditions helped the economy of the Middle Colonies grow.
- Use a visual representation (image) to answer teacher-generated questions about the causes and effects of the French and Indian War
- View a documentary titled "Jamestown: A Moment in Time"
- View the film titled "The Mission," and answer teacher generated questions about the film.
- Write a compare/contrast response in which the students compare the New England, Middle, and Southern Colonies.
- Write a persuasive response in which the Artist decides the fate of the mission from the movie titled "The Mission"
- Write a response in which the Artist explains their reasons for adding someone to Mr. Rushmore
- Write a response in which the Artists compare/contrast the First and Second Continental Congresses
- Write a story using a photo of Columbus' arrival in the New World
- Write a story using a photo of the Jamestown settlement
- Write an academic essay on how the English used the joint stock company to establish colonies.
- Write an essay describing why Southern plantation owners relied increasingly on slaves for labor.
- Write an exploration journal using an explorer from the "visual" taken from the section titled "English, French, and Spanish Exploration."

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Favorite Foods Project
- Gimkit
- Google Slides/PowerPoint of meals eaten during the week,
- Journal / Student Reflection
- Kahoot
- Midterm
- Other named in lesson
- Peer Review
- Performance
- PFW (Picture Free Write)
- Problem Correction

- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Teacher-generated Midterm review questions
- Teacher-generated Project
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Common Lit
- Documentary titled "Jamestown: A Moment in Time"
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Quiziz
- Screencastify

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.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ).

- Longer, more detailed response, to questions asked by the teacher
- Open ended teacher-generated discussion questions

Resources

- Common Lit
- Gimkit
- Google Slides
- Google Docs
- Google Forms
- Kahoot
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- The Internet