US I- Unit 2

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

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.
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Rationale & Transfer Goals

This unit shows students the impact of European colonization on the American Contents in terms of impact on indigenous peoples, global exchange, and political systems. Students will examine the impact of various labor systems (indentured servitude, slavery) on the colonies as well as on the people who worked within these systems. Lastly, students will consider the perspectives of all people living in the American British Colonies.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How does geography impact economic development?

What are the impacts of global exchange?

Content/Objectives

Content - What students will know

- reasons for European settlement and migration
- regional differences
- slavery
- indentured servitude
- Triangular Trade
- Atlantic Slave Trade
- Middle passage
- Columbian Exchange
- Slavery
- Olaudah Equiano
- Capitalism
- Joint-stock company
- Mercantilism
- Salutary Neglect
- Enlightenment
- French & Indian War

Skills - What students will be able to do

- Use quantitative or technical analysis to explain how geographic characteristics of a region (e.g., climate, social conditions, other natural resources) contributed to economic development in the New World.
- Determine the extent to which labor systems (i.e., indentured servants, African slaves, and immigrant labor) and entrepreneurship contributed to economic development in the American colonies.
- Compare the point of view of two or more authors to understand the impact disease, war, and other conflicts had on Native American peoples during this time period.
- Use charts, symbols, and primary sources to identify the themes of regionalism and national identity during this time period
- Write a narrative about the consequences of the Atlantic Slave Trade

Instructional Activites

Evidence (Assessments) - How we know students have learned

Travel pamphlets for the colonies project

Mercantilism role play game

Recipe tracing of Triangular Trade

Activities/Strategies - How we teach content and skills

- Graphic organizers: compare/contrast regions
- Guided Readings, section summaries
- Journal writing from various perspectives
- Columbian Exchange map activity
- Use town meeting role-play to create classroom rules

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Map/Geography Skills

Independent research skills

Primary Source Evaluation

Spiral Focus from Previous Unit

Identifying geographical features on map

Conducting internet research

Evaluating Sources

Instructional Activity

Map Activities: reviewing geographical features and elements of a map

Digital Media Literacy: students will practice evaluating the legitimacy and validity of various websites

Review source analysis expectations, source stations

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

HMH United States History unit 3, lessons 1-4

Colonies Map

Crash Course Black American History: Middle Passage

Crash Course Black American History: Slavery in the American Colonies

Crash Course Black American History: Elizabeth Key

Crash Course Black American History: Slave Codes

1619 Project

Many Rivers to Cross

Women and Children in Colonial America

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Hispanic

impact of conquistadors on natives

African American

Olaudah Equiano, Middle Passage, Slavery, Elizabeth Key

Women

Pocahontas, Anne Hutchinson, role of women in colonial society