Jan. Unit 2 Colonial Times

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **8 weeks**
Status: **Published**

Unit Overview

Early English Settlements

Comparing the Colonies

Slavery in the Americas

Life in Colonial Williamsburg

Enduring Understandings

New Amsterdam was established where New York City now exists. Today, New York City is filled with skyscrapers that create canyons where there were once marshes. It is a critical economic and cultural center for the United States. When the Dutch set up New Amsterdam, it was selected in part because of its natural harbor and access to the Hudson River for the beaver trade. New Amsterdam flourished, whereas the colony of Roanoke failed. Was geography the most important element to the success of the colonies?

Essential Questions

What challenges did the first English colonies face?

How were the three colonial regions alike and different?

What was the impact of slavery on African people?

What were key parts of life for Southern colonists in the 1700s?

Instructional Strategies & Learning Activities

Lesson 6: Early English Settlements

Essential Question: What challenges faced the first English colonies?

Vocabulary: colonist, democratic, Mayflower Compact, monarchy, representative government, settlement

Preview: Identify the locations of Roanoke, Jamestown, and Plymouth on a map. Analyze how early English settlements were portrayed through artistic expression.

Activities:

View three pieces of European art depicting early life in Roanoke, Jamestown, and Plymouth. Compete against your peers to have your assigned piece of artwork be the star of the show in a museum exhibition.

Activity Overview

1. Get into your assigned group and read the section that matches the artwork you are assigned.
2. Complete the Activity Notes for your assigned section.
3. Meet with the members of your group to generate evidence to support why your assigned artwork should be the star of the museum show.
4. Be ready to present at least one of your group's reasons when called upon.
5. Complete your Activity Notes. - follow through the slides
6. Lesson game
7. Show video of Roanoke - youtube: The Lost Colony of Roanoke Island with Scott Dawson
8. Show Jamestown video in the video library
9. Show the Plymouth video in youtube - The Pilgrims and Mayflower Compact

Show What You Know
Use your newfound skills as an art historian to independently analyze a piece of early colonial art.
Lesson 7: Comparing the Colonies
Essential Question: How were the three colonial regions alike and different.
Vocabulary: assembly, economy, grant, indentured servant, industry, plantation
Preview: Create a map showing the three colonial regions.
Activities:

Compare and contrast six early English colonies using a graphic organizer.

Activity Overview

1. Sit with your partner and read Section 1.
2. Complete the reading for your assigned colony and fill out the corresponding row in the graphic organizer.
3. Go around the classroom collecting information about the other colonies to complete the graphic organizer in your Activity Notes.

4. Read about diverse historical perspectives from the 1600s. Then rank colonial belief statements and engage in respectful discussions.

   Activity Overview

   1. With your group, take turns reading a mini book about your colonist's perspective.
   2. Answer the discussion questions.
      - Who is your mini book about?
      - How would you describe your colonist?
      - In general, what might your colonist think about early English colonization?
   3. Complete your Activity Notes.

4. Lesson Game

Show What You Know
Write an evidence-based paragraph comparing the New England, Middle, and Southern colonies.
Lesson 8: Slavery in the Americas
Essential Question: What was the impact of slavery on Africans?
Vocabulary: auction, enslaver, Middle Passage, overseer, triangular trade
Preview: Analyze and compare two paintings showing enslaved people being sold at an auction.
Activities:

Dive deeper into the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey enslaved Africans experienced.

Activity Overview

1. Read Sections 1–7.
2. With a partner, walk around the room to visit each station. For each station, do the following:
    - Note which part of the journey you are in.
    - Discuss what you have learned or something that surprised you.
    - Complete your Activity Notes.
3. Visit as many stations as you can!
4. Lesson Game
5. Show slavery videos from Colonial Williamsburg library

Show What You Know
Explain why the triangular trade lasted for centuries.
Lesson 9: Life in Colonial Williamsburg
Essential Question: What were the key parts of life for Southern colonists in the 1700s?
Vocabulary: bill, capitol, craftsman, politics, royal colony, trade
Preview: Explore an interactive map of colonial Williamsburg, list four places you would like to visit and explain why you would like to visit.
Activities:
1. read through each section
2. create a poster with assigned section
3. display information learned including pictures and a presentation
4. lesson game
5. colonial games: Washington's civility sheet, Goosey Game, Minding Your Manners

Show What You Know
Write a letter describing life in Williamsburg and compare it with life in your community.

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards by collaborating in groups and presenting to an audience.

9.2.5.CAP	Career Awareness and Planning An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students will interact with the unit using the Smartboard, document camera and chromebooks/Google Classroom

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
ITH	Interaction of Technology and Humans
	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections

Students pull in their language arts and artistic skills to present to class.

CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

IEP accommodations and ability grouping.

Modifications & Accommodations

- Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Modificiations per IEP's.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher made assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See periodic assessments/assignments in the lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Designing a poster

Lesson games

quizzes/tests

Instructional Materials

TCI book

chromebooks

teacher made materials

posterboard

Standards

	Civics, Government, and Human Rights: Civics and Political Institutions
	In a representative democracy, individuals play a role in how government functions.
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.