

# 03 Unit 3: English Colonies

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **6 weeks/ 30 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Social Studies 4

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the fourth grade students will focus on "Maps and Geographic Tools", "New Jersey", "Medieval Europe and Exploration", "the English Colonies."

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **CONTENT AREA STANDARDS**

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SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
SOC.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.
SOC.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.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.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.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- religious freedom in the North American Colonies meant they were able to practice their religion without getting in trouble (some Colonies allowed only their religion while others allowed more).
- participatory government in the North American Colonies meant a group of people were chosen to represent all of the people living in the Colony and to make choices for them.
- the North American colonies were New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- religious freedom and participatory government played an important role in many of the North American Colonies.
- the importance of religious freedom and participatory government shaped the daily lives of many people living in the North American Colonies.
- the English and the Dutch tried to establish Colonies along the east coast of America.
- the English took the Dutch settlement known as New Netherlands easily without fighting.
- when the English took the Dutch settlement they renamed it New York.

- the Duke of York gave a large area of land to two of his friends and they called the land New Jersey.
- New Jersey became a colony where all Protestants could settle safely and they could participate in the government.
- New Jersey (and New York) could be considered diverse colonies for that time era because the Dutch (the original settlers) welcomed people from all over and they maintained peaceful relations with the Native Americans.
- as the Colonies developed so to did the reliance on slaves in Southern Colonies.
- Colonial governments in the South began to create laws that allowed them to continue using slave labor.
- Colonial governments were also impacted by the Native Americans that they encountered when they settled in the New World.
- Native Americans created confederations or groups of different people that worked together and formed alliances.
- Native American Canasatego urged the Colonists to create a government in which the people worked together.
- European concepts like the Magna Carta, Parliamentary Government, and the English Bill of Rights also helped to shape the government structures that developed in North America.
- demographics are the structure of the population of people (i.e.age, race, ethnicity, gender, marital status, income, education).
- "social opportunity" is generally used to refer to the idea that people have different opportunities based on the community that they live in.
- different people and different chances at jobs and their ability to participate in the government during Colonial Times.
- a person's demographics greatly impacted a person's social, economic and political opportunities in the North American Colonies.
- many people came to the Colonies because they wanted to (voluntary) while others were forced to come (involuntary).
- North American colonies were voluntarily settled by people looking for a better life, but many were forced to come (i.e. slaves, indentured servants, women, children).
- both voluntary and involuntary migrators to the North American Colonies faced hardships, but involuntary migrators faced a life of extreme difficulty.
- slaves were individuals that were considered property and would spend a lifetime working.
- indentured servants were individuals who agreed through a contract to work for an individual for a set period of time. Once the contract was fulfilled they were supposed to be free.
- indentured servants and slaves were used throughout all 13 Colonies, but over time slavery began to be found less in the Northern and Middle Colonies.

## **Procedural Knowledge**

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Students will be able to:

Determine the role of religious freedom and participatory government in the North American colonies.

- define/explain religious freedom.
- define/explain participatory government.
- identify the North American colonies.
- determine the role of both religious freedom and participatory government on the North American colonies.
- analyze the events that led to the creation of New Jersey.
- explain, using evidence, the impact of African, European, and Native Americans peoples on the government structures that developed in the North American colonies.

Describe life in the North American Colonies.

- describe/define demographics.
- define social, economic, and political opportunities.
- craft an argument explaining how social, economic and political opportunities were impacted by demographics.
- define voluntary and involuntary.
- identify groups that migrated to the North American colonies voluntary and involuntary.
- compare and contrast the experiences of voluntary and involuntary migrators to the North American Colonies.
- define slavery and indentured servant.
- compare the practice of slavery and indentured servants in the North American Colonies.
- evaluate changes made to the environment during Colonial Times that would have contributed to climate change.
- develop an action plan that helps the community combat climate change.

## **EVIDENCE OF LEARNING**

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### Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

### **Formative Assessments**

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Questions that may be addressed but not limited to are:

How did religious freedom and participatory government shape the lives of the people living in the North American Colonies?

What was life like in the North American Colonies?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

How did religious freedom and participatory government shape the lives of the people living in the North American Colonies?

What was life like in the North American Colonies?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[www.teachtci.com](http://www.teachtci.com) - Social Studies Alive! Americas Past!, Lesson 6 and lesson 7

Supplemental:

Brain Pop Jr.

Epic Books

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## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - maps

Visual and Performing Arts - debate, presentations

Science - geography, environment, society

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.