

# 4-5 Amistad

Content Area: **Social Studies**  
Course(s):  
Time Period: **January**  
Length: **4 days (embed in Unit 2)**  
Status: **Published**

## **NJSLS Social Studies**

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**SOC.6.1.5.CivicsDP.1** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

**SOC.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).

**SOC.6.1.5.GeoGI.1** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

**SOC.6.1.5.GeoGI.3** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

**SOC.6.1.5.HistoryCC.6** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

## **Rationale & Transfer Goals**

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This unit is primarily concerned with English colonization of North America, although it is important to frame the study in the context of the Americas as a whole. From a theoretical perspective, the teacher should help the students to understand the differences between colonialism and imperialism. The North American colonies should be classified as colonies of exploitation and settlement, whereas those in the Caribbean were colonies of exploitation (overseers and absentee landlords). Students should understand the violence of the colonial experience as many indigenous peoples were killed and others divested of their land and forced to serve the colonizers.

## **Enduring Understandings**

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Beginning in the early 17th century, English colonists enslaved African peoples. Slavery eventually became the economic engine of the majority of colonies. Slaves' increasingly important roles in the colonies must be addressed. Students should appreciate that free, wage labor co-existed with coercive forms of labor such as slavery and indentured servitude. They should understand the differences between indentured servitude in all thirteen colonies and slavery.

## **Essential Questions**

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Why did the plantation system dominate the economy of the Southern colonies?

- What explains the nascent industrialization in the North?
- What were the social and economic ramifications of these variations?
- How did American Indians structure their economies?

## **Content- What students will know**

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Enslaved Africans were instrumental in the success of Jamestown as a European colony in America, the colony flourished because of tobacco farming (a cash crop)

• How to identify the role of the following people in relation to the development and perception of Jamestown as a settlement: John Rolfe, Captain John Smith, Chief Powhatan, Pocahontas, John Punch, and Anthony Johnson.

## **Skills- What students will be able to do**

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- Define vocabulary words and write sentence descriptors
- Look up and understand the role of important people involved with Jamestown
- Discuss importance of cash crops and which were most popular in Jamestown colony
- Read and describe primary sources regarding content

## **Instructional Activities - How we teach content and skills**

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- Use the Integration Plan to introduce the lesson on “taxation without representation” Ask the students if the statement is valid, and what they think the phrase means.
- Give students a list of the following monarchical implementations to research: the Sugar Act, Stamp Act, Townshend Acts, Declaratory Act, Coercive Acts, the Quebec Act, etc.
- Have students participate in a mock trial where King George III is accused of violating the unalienable rights of the colonists. Briefly explain the meaning of unalienable to prep for a future lesson on the Declaration of Independence.
- Students should have researched the monarchical implementations. They can be used as witnesses to testify during the mock trial and to explain how these acts violated their rights.

- During the trial, the defense should call upon African Americans to argue that the treatment of the Africans/African Americans makes the colonists worse than the king.
- One witness for the defense should be Abigail Adams who wrote to her husband John, “It always appeared a most iniquitous scheme to me to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.”
- Alternate learning activity would be to place both the king and the colonists on trial for their violations of civil liberties.

## **Evidence/Assessment - How we know students have learned**

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- project rubric
- quiz on the information
- class participation
- formal test
- Have the students create a diary from the perspective of their assigned individual. The diary must contain three, two-page entries describing his or her perception of the environment of Jamestown, the European colonists, the natives of the land, the way he or she treated others, and the way he or she is treated.

## **Spiraling for Mastery**

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### **Content or Skill for this Unit**

#### **Spiral Focus from Previous Unit**

#### **Instructional Activity**

Enslaved Africans were instrumental in the success of Jamestown trade vs. slave trafficking	Define vocabulary words and write sentence descriptors as a European colony in America, the colony flourished because of master vs. enslaver	slave   Look up and define key words and vocab
tobacco farming (a cash crop) vs. enslaved	How to identify the role of the following people in relation to the development and perception of Jamestown as tribes vs. nations	slave  Discuss definitions and descriptions with classmates Read and describe primary sources
a settlement: John Rolfe, Captain John Smith, Chief Powhatan, vs. kidnap		trade
Pocahontas, John Punch, and Anthony Johns revolt vs. resistance		

Native vs. Indians vs. Indigenous.

## **Key Resources**

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- Historical Document “Abigail Adams’s letter to her husband 1774” Massachusetts Historical Society, Boston
- <http://www.pbs.org/wgbh/aia/part2/title.html>
- Pamphlets of the American Revolution 1750-1776 pp 439-440 Edited by Bernard Bailyn with assistance of Jane N. Garrett. The Belknap Press of Harvard University Press, 1965
- [http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson\\_plan/4230/299](http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4230/299)

## **21st Century Life & Careers**

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**WRK.9.2.5.CAP.8** Identify risks that individuals and households face.

## **Career Readiness, Life Literacies, & Key Skills**

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**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).