Standards
NJ: 2014 SLS: Social Studies Grades 5-8

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Three Worlds Meet (Beginnings to 1620)

A. Civics, Government, and Human Rights

Colonization and Settlement (1585-1763)

6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

B. Geography, People, and the Environment

Colonization and Settlement (1585-1763)

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

C. Economics, Innovation, and Technology

6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

D. History, Culture, and Perspectives

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Enduring Understandings
1. Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s.
2. Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.
3. Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony.
4. Many of the founding documents for the colonies (Mayflower Compact, etc.) were based on the idea of the consent of the governed.
5. The diverse settlement patterns in colonial NJ necessitated a degree of religious freedom and tolerance in the political structure.
6. The struggle for religious freedom has been a constant theme in American history.
7. Primary source documents provide a valuable and authentic record of the past.

Essential Questions

Overarching Essential Questions
1. Why do people move?
2. When studying history, how do you determine whose point of view matters?
3. How do the resources where you live affect how you live?
4. How do people in different places and times make decisions about how to utilize their resources?
5. What are the advantages and disadvantages when cultures interact?
6. How have the events of the past help shape the present?

Topical Essential Questions
1. Why do people move to other places?
2. What is the purpose of a colony?
3. How were the three colonial regions alike and different?
4. How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
5. Why do people from diverse cultures sometimes experience conflict?
6. How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?
7. How did the decisions of individuals and groups influence the creation of New Jersey and the U.S.?
8. What was the impact of slavery on Africans?
9. How do primary sources help us to understand what happened in the past?

Content Knowledge

Cover in This Approximate Order:
1. European settlers
2. Roanoke, Jamestown and Plymouth
3. New England, Middle and Southern Colonies
4. Laws, charters, constitutions, and

Skills

Chronological Thinking
1. Construct timelines of the events occurring during major eras.
2. Explain how major events are related to one another in time.

Spatial Thinking
governments
5. Comparison of lives of slaves, indentured servants, and apprentices in colonial North America
6. European enslavement of Africans—slave trade in West Africa, Middle Passage, arrival in Americas
7. Conflicts between Europeans, colonists, and Natives
8. Impact of mercantilism and triangular trade

1. Select and use various geographic representations to compare information about people, places, regions, and environments.
2. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems

Critical Thinking
1. Compare and contrast differing interpretations of current and historical events
2. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

Presentation Skills
1. Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Colony</th>
<th>Civil War</th>
<th>Sea Dog</th>
<th>Stock</th>
<th>Pilgrim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonist</td>
<td>Royal Colony</td>
<td>Raw Material</td>
<td>Prosperity</td>
<td>Compact</td>
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<td>Buffer zone</td>
<td>Proprietary colony</td>
<td>Cash Crop</td>
<td>Legislation</td>
<td>Self-rule</td>
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<td>Borderlands</td>
<td>Proprietor</td>
<td>Burgess</td>
<td>Majority</td>
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<td>Presidio</td>
<td>Plantation</td>
<td>Authority</td>
<td>rule</td>
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<td>Permanent</td>
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<tr>
<td>Hacienda</td>
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<td>Self-sufficient</td>
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<td>Missionary</td>
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<td>mission</td>
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Lesson 1: New Spain, New France, and the English in the Americas Part 1

Big Idea: Many countries, including Spain, France, and England, settled in the Americas.

Engage: Ask students: “Where did the colonists settle once explorers claimed their lands and why?” Review explorers, where they settled, and which country for which they claimed land. Tell them that they will be learning about how different countries claimed land, why colonists settled in America, and how they survived in the colonies.

Explore: Put students into groups (Spanish, French, and English). Explain to students that
the objective for the lesson is that they will be able to compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles. Have each group explore when, where, and why each country colonized North America. Investigate any conflicts they may have had. Have them identify any notable explorers and what their contributions were to the development of the Americas.

**Explain:** Have students jigsaw their knowledge of their “country” by meeting with students from other groups. They will explain what they know and discuss the similarities and differences they notice among the 3 countries who settles in the Americas.

**Elaborate:** Bring the class back together, and lead them in the completion of a graphic organizer that details a comparison between the three countries impact on the Americas. A triple Venn diagram can be used for this activity.

**Evaluate:** Students imagine what our country would be like if another country (i.e. Russia, Germany, etc) had settled in the Americas. What would be different? What would be the same?

Lesson Resources:
- Spanish, French, and English Colonies - a comparison fact sheet

Lesson 1: New Spain, New France, and the English in the Americas Part 2

**Big Idea:** The various European settlements in North America differed in terms of economic activities, religious emphasis, government, and lifestyles.

**Engage:** Introduce the objective stating that we are going to compare the colonies to evaluate the three different colonies that developed in the early Americas and then gain understanding of how and why they settled into each of the areas and the way if affected their lifestyles.

**Explore:** Pass out the Colonies Document Analysis Sheet. Introduce a primary source document and discuss its significance. Explain that we analyze primary source documents to learn about history from the “source.” Model how to complete the Document Analysis Sheet by conducting a think-aloud. Ask probing questions. Lead a discussion on the primary source.

**Explain:** Divide the class into small groups one for each section of the country. Give each group a series of primary source documents (differentiated by readability). Each group will complete a document analysis sheet on the documents. They will be analyzing the document to infer the economic activities, religious activities, government and lifestyle of the New England, Middle, and Southern Colonies.

**Elaborate:** Groups are reformulated in a jigsaw fashion so that one person from each original group is sharing the information for their region with other students.

**Evaluate:** Discuss the “big picture” in looking at all of these documents. Students make connections with what they saw in pictures as it pertains to the location of colonies with how colonists lived on the land and survived. Fill in any missing gaps.

Lesson Resources:
- Detailed lesson plans - New Spain, New France, and the English in the Americas Part 2

Lesson 2: Early Colonial Settlements

**Big Idea:** Each of the early colonial settlements had their own interests and characteristics which affected their decision to settle in a particular region.
Engage: Introduce the objective stating that we are going to compare the colonies to evaluate the three different colonies that developed in the early Americas and then gain understanding of how and why they settled into each of the areas and the way it affected their lifestyles. Have the students make the connection between a situation that can happen on a basketball court. Who gets to use the basketball court?—those who get there first or those who brought the ball? How do we decide? What affects the decision? How do you come up with the decision? Explain that a this thought process was necessary for the early colonies.

Explore: Pass out “Settling the Early Colonies” and the “Comparing the Colonies Chart.” As the article is read, model a think-aloud to identify evidence for the first two sections. Use questioning techniques to guide the completion of the last two sections. Demonstrate how to read for evidence by pausing and thinking aloud, rereading for meaning, highlighting evidence found and using context clues for unfamiliar words.

Explain: Students complete the last two sections with a peer. Teacher calls on students to complete the chart on the board. Discussion should focus on ideas and text evidence that supports those ideas.

Elaborate: Students return to their groups and receive a “Come to our Colonies” assignment sheet with a list of tasks each person will need to sign up for. Their purpose is to create a poster to attract settlers in England to come to their colonies. Review the assignment task sheet & and expectations and Settling the Colonies example poster for the colony. Give students the “New England Colonies Poster Notes” and inform them they will use these notes and the prompts on their worksheet and “Early Colonies Poster-Rubric” to create their poster. Explain that they will be assessed on their completing all the sections and how well they work together as a group. Circulate and question to encourage thinking and creativity and to ensure all are participating and on task.

Evaluate: Have all student group “advertisers” come up and sell the benefits of their colony to their peers using their poster. Each group then receives a “Poster Activity - family occupation Tag.” Ask them to choose the best area according to their new interests and explain why choices were made (i.e. religious beliefs, job skills, family structure, etc). Close by asking them “What was the relationship between the European settlers, Native Americans, and enslaved Africans? Which area relied on them the most? How did these groups help the colonists?

Lesson Resources:
Detailed lesson plan - Early Colonial Settlements

Lesson 3: Development of the English Colonies

Big Idea: Each of the early colonial settlements had their own interests and characteristics which affected their decision to settle in a particular region.

Engage: Divide students into groups and assign each group one of the original 13 colonies to research. Sample research questions are provided in this document.

Explore: Students research their assigned colony. Each group will record their findings on a poster board to use during a class presentation. This research may be done during class time or independently depending on time available or student interest and/or ability.

Explain: Colony presentations. Students take notes on presentations. Here is a sample graphic organizer.

Elaborate: Direct a class discussion linking individual colonies into regional groupings. Students need to fill in the chart, naming the colonies in each region as well as regional similarities in each of the four categories. This discussion should be teacher directed with
students providing the information from their notes.  
**Evaluate:** Students will be assessed through the completion of a poster board showing research findings. The two graphic organizers should also be completed based on classroom discussion or presentations.

Lesson Resources:  
*Detailed lesson plan - Development of English Colonies*

| Assessment: (Performance Based) |  |
|-------------------------------|  |
| Part 1: Performance based project: | Students will create a new colony. Students must include the following; trade routes, reasons for migration, farming of crops based on location, government structures, colonial labor systems. |
| Part 2: Open-Ended Questions : | Students will write a short-constructed response to open-ended questions. The questions must be formulated around the “essential questions” and standards. |

| Modifications: |  |
|----------------|  |
| Modified tests, quizzes, assignments, partner project activities, extended time |

| Modifications for ELL: |  |
|-----------------------|  |
| All WIDA Can Do Descriptors can be found at this link: |  |
| [https://www.wida.us/standards/CAN_DOs/](https://www.wida.us/standards/CAN_DOs/) |  |
| ☐ Grade 5 WIDA Can Do Descriptors: |  |
| ☐ Listening |  |
| ☐ Speaking |  |
| ☐ Reading |  |

| Modifications for Gifted: (some ideas) |  |
|----------------------------------------|  |
| ☐ Modify activities/assignments/projects/assessments |  |
| ☐ Provide an option for alternative activities/assignments/projects/assessments |  |
| ☐ Modify Content |  |
Sustainability
1. Today, everyone is going to worship you (the teacher) for a reason. “I am your leader, I know you didn’t pick me but I will lead you into the future.” See what the class says. We should have some discourse for just announcing you are the leader in our democratic society. Make a T-chart on the board after the discourse has settled about why you (the teacher) should and should not be the leader. Have a discussion about it. Then break students into 3-4 smaller groups and have them come up with reasons on a T-chart each should be the leader. Then take the leader from each group and try to pick one of the 3-4 students and choose the best one. This will take some time but will be a good process to understanding the choosing of a leader in a republic/democratic process. Things we should encourage are agreements, discourse, compromise, all which will relate to the political process in a country like ours.
2. Relate back to the natural resources and trade unit to bring back how these processes will be used.
3. When things didn’t go the way people wanted in Europe, they either did not say anything or tried to leave and explore new lands for wealth and riches. This can be paired with parenting styles as each student has caregivers that parent in different styles. What are the strengths and weaknesses of mom and dad’s style. How do they differ from each other? How can we relate to them in a way to make them happy but also get the reward we are looking for? The whole concept of this will be understanding others and their wants/needs and trying to give them as much of that as possible while still putting yourself in a good position to get your wants/needs. This will also relate back to our political system.
4. Coming to a new world will be difficult and without help, impossible. We needed the help of the Native Americans. Who do you need to help you survive? How about if you were on a new island with the people in your class. We need a leader (previous unit discussion) but more importantly we as a group we need to develop a set of rules to abide by. See Hammurabi’s rules overview http://www.ushistory.org/civ/4c.asp and the whole code http://avalon.law.yale.edu/ancient/hamframe.asp
   Create a list of non-negotiables and consequences, being as fair as possible. Making the first list is key and revising it is in the best interest of learning due to editing/revising our text to make it better (relate to literacy and good life decisions).

At this point, you should have a system for electing a leader, gaining natural resources
through jobs, creating a code of laws, trading without a formal currency, and setting up a settlement.