

Colonial America

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze causal relationships in an economic system by explaining the roles of buyers/sellers, innovation, and entrepreneurship in a market economy. - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. - Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. - Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. - Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. - Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. - Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. - Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. - Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	Transfer	
	Students will be able to independently use their learning to make informed decisions based upon their understanding of the reciprocal relationships that exist between trade, economic activities, politics, and human/environmental interactions	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - Human-environment interactions are essential aspects of human life in all societies and they occur at local-to global scales. - Each place on Earth has a unique set of local conditions and connections to other places.	ESSENTIAL QUESTIONS What motivates people to move and create new societies?
Acquisition		
<i>Students will know...</i> - the names and locations of the American colonies. - that people settled in the colonies for many reasons: - to claim and protect land in North America - to profit from resources and trade - to seek religious freedom and escape persecution - to spread Christianity to Native Americans - to seek political freedom and a representative form of government - to escape economic hard times - that relations with the Native Americans were both positive and negative. - that geography affected the economic development of the American colonies. - that regional geographic characteristics lead to:		
<i>Students will be skilled at...</i> - describing the impact of organizations on people. - explaining the impact of economic decisions. - explaining the roles of buyers and sellers. - analyzing the role of innovation in an economy. - explaining the influences that impact trade. - constructing and using maps to explain relationships and spatial patterns. - use geographic representations to explain relationships - explaining the impact of decisions on humans and the environment. - comparing and contrasting cultural and environmental characteristics. - explaining the relationship between environment and identity. - analyzing the relationships between humans and their environment. - evaluating the influences of environmental		

• Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. • Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. • Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. • Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. • Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. • His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • His.16.6-8. Organize applicable evidence into a coherent argument about the past.	○ subsistence farming and commerce in New England. ○ an economy based on cash crops and industry in the Middle Colonies. ○ a farming economy dependent on slavery in the South. • the concept of mercantilism created triangular trade patterns which developed between the Americas, Europe, and Africa, including the trans-Atlantic slave trade. • that a distinctly American culture began to develop during the colonial period. • that Native Americans generally had better relations with French settlers than British settlers. • that worldwide competition between Britain and France for wealth and land leads to conflict in North America. <u>vocabulary:</u> democracy, Spanish Armada, Roanoke, Jamestown, Plymouth, migration, culture, pilgrimage, exploration, mercantilism, charter, pilgrim, Puritan, separatists, dissent, Mayflower Compact, indentured servant, farmer, debt, triangle trade, cash crop, slave, subsistence, export, import, Middle Passage	change and historical perspectives. • explaining how the environment influences trade. • analyze what makes events historically significant • organizing evidence into a coherent argument.
Content Area Literacy Standards	21st Century Skills	
• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. • WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• <i>reason effectively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>	

• WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

