

Englewood Public School District
United States History
Grade 7
Second Marking Period

Unit 2 - The World before the Opening of the Atlantic

Overview: *Becoming “US”*- These chapters explore how Europeans’ discovery of the North American continent advanced trade and engendered war.

Time Frame: 40 to 45 Days

Enduring Understandings:

Mercantilism’s impact on humanity and liberty.

Trade and war are means to gain wealth and expanding territory.

North America Colonies were built by immigrants, Native Americans, and African Slaves.

Religion and property ownership serve as major driving forces for the development of American Colonies.

Essential Questions:

How did trade, slavery, war, the Enlightenment, and the Great Awakening change the topography of American Colonies from 1620-1768?

How was it possible for the American Patriots to gain their independence from the powerful British Empire?

Standards	Topics and Objectives	Activities	Resources	Assessments
Colonization and Settlement 1585-1763	Topics/Objectives	Skills Development:	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012</i>	Formative Assessments:
6.1.8. A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.	<i>Students will:</i> Explore how Jamestown was the first permanent English settlement in America.	<ul style="list-style-type: none"> History and Geography-Agriculture in the Colonies and Early Battles around Boston Social Studies Skills- Interpreting Timelines, Understanding and Historical Interpretation Focus on Writing- Colonial Infomercial 	Chapters 3 and 4	<ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 105-106 & 141- 42
6.1.8.A.2.b Explain how and why early government structures developed,	Identify how daily life in Virginia was challenging to the colonist. Summarize how freedom and		On Line Book Pages: <ul style="list-style-type: none"> Section Audios-select arrow near main Taking Notes-Graphic organizer idea headers for each section. 	Summative Assessments: <ul style="list-style-type: none"> Standardized Test Practice: Pages 107 & 143 Chapter Review, general and modified

and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

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

economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.

Explain how farming and slavery were important to the economies of southern colonies.

Describe how the Pilgrims and Puritans came to America to avoid religious persecution.

Recognize how New England Economy was based on trade and farming.

Recall how education was important in the New England colonies.

Understand how the English created New York and New Jersey from former Dutch Territory.

Discover how William Penn established the colony of Pennsylvania.

Explore how trade and staple crops supported the economy of the middle colonies.

- Focus on Speaking- An Oral Report (**RL.7.1, W.7.2, 8.1.8.A.1, CRP4**)

Graphic Skills:

Reading Check and Section Assessment (**RL.7.1**)

Reading Support:

- Guided Reading, Spanish and English
- Vocabulary Builder, general and modified
- Flash Cards (**RL.7.1, RL.7.4**)

Online Book Pages:

- Animated History- Creating Wealth and Battle Tactics
- Animated Geography and History-
- Primary Resources- Letter- *A Note from Virginia The Mayflower Compact*, Newspaper Article-*The Boston Massacre*, Point of View- Choosing Sides, Journal Entry-Valley Forge, and Pamphlet- *Sentiments of American Women*

e-Activities:

- Videos- Saving our History: Secrets of Jamestown, Impact of Freedom of Religion

Teacher Resources:

- Section Lesson Plan
- “Do Now”-Daily Bell ringer Transparencies
- Chapter Power Points Presentation
- Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented
- Answer Keys- Enrichment Activities, Reading Support, and Skill Development
- Quick Facts Transparencies-*Church and State*, *Characteristics of the Middle Passage*, *The Road to Revolution* (Pts. 1&2), *The English Colonies Visual Summary*
- Map Transparencies- *Jamestown Colony*, *The Southern Colonies*, *Plymouth Colonies*, *Thirteen Colonies*, *Triangle Trade*, *North American Empires*

- Chapter Tests Forms A & B
- Modified Chapter Test

Benchmark Assessment:

- Exact Path

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Types of Assessments:

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute

Native American groups in the New World.	Identify how Colonial governments were influenced by political changes in England.	(RL.7.2, RL.7.4, CRP8)	<i>before and after The Treaty of Paris</i>	movie based on the topic or subject.
6.1. B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	Summarize how English Trade Laws limited free trade in the colonies.	<u>Holt McDougal Social Studies, E- Activities:</u>	<u>Holt McDougal Social Studies, E- Activities</u>	
	Recognized how the Great Awakening and Enlightenment led to ideas of political equality.	<ul style="list-style-type: none"> • Population Shifts • Penn and the Sword • Battle of Saratoga • Patriots and Loyalists • Battlefield Tours 	<u>The English Colonies</u>	
6.1.8. B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	State how the French and Indian War gave England control of more land in North America.	<u>Enrichment Activities (See Student Resources):</u>	Section 1 The Southern Colonies Learn about the climate, daily life, and farming techniques in the southern colonies.	
	Explain how British efforts to raise taxes on colonists sparked protest.	<ul style="list-style-type: none"> • Biographies - Samuel Adams, Crispus Attucks, Patrick Henry, Pocahontas, • Biographies - John Hancock, Haym Salomon, Phyllis Wheatley, Bernardo de Galvez, • Literature- American Colonial Poetry (Anne Bradstreet and Phyllis Wheatley), The Crisis, No. 1, by Thomas Paine, • Primary Resources-The Sermon of John Edwards, "Sinners in the Hand of an angry God", Patrick Henry: <i>The Voice of Freedom</i>, Benjamin Rush's Letter to George Washington, General 	Section 2 Plymouth in 1627 A virtual tour of Plymouth Plantation's museum. Click on the houses and streets to see details about each family. Select the Hobbamock's Wampanoag Indian Homesite link to visit a small Wampanoag community.	
6.1.8. B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.	Recall how the Boston Massacre caused colonial resentment toward Great Britain.		Section 3 Colonial North America A large collection of original documents from colonial North America. The site includes articles and journals arranged by these categories: Colonial North America, Early Conquest and Exploitation, and Political Forms and American	
6.1.8. B.3.d Explain why New Jersey's location played an integral role in the American Revolution.	Connect Colonists' protest of British tax and tea with the Boston Tea Party.			
6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.	Summarize how Great Britain responded to colonial actions by passing the Intolerable Acts.			

6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

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

6.1.8. D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

6.1.8. D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.1.8. D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

Recall how the First Continental Congress demanded certain rights from Great Britain.

Connect how armed conflict between British soldiers and colonists engendered the “shot heard round the world”.

Explain how the Second Continental Congress created the Continental Army to fight the British.

Explore how in two earlier battles, the army lost control of Boston and then regained it.

Explain how Thomas Paine’s *Common Sense* led many colonists to support independence.

Recall how Colonists had to choose sides when independence was declared.

Identify how the Declaration of Independence did not address the rights of all colonists.

Know why many Americans supported the war effort.

Nathanael Green Writes to his Wife,

- Political Cartoons-The Mayflower, No Taxation without Representation and American Independence
- Document Based Activity-Patterns of Slavery in English Colonies and American Independence.
- History and Geography-Agriculture in the Colonies and Early Battles around Boston
- Social Studies Skills- Interpreting Timelines, Understanding and Historical Interpretation
- Focus on Writing-Colonial Infomercial
- Focus on Speaking- An Oral Report (**9.2.8.B.4, RL.7.1, RL.7.4, RI.7.7, W.7.9**)

E- Activities, Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing

Society.

Section 4 **Colonial Schools**

This is an electronic text database. Scroll down to Part 7 to find links to letters, school rules, and a mock examination.

Section 5
The Road to Independence
A comprehensive resource for information on the Revolutionary War in a mega Web site about American history.

The American Revolution

Section 1
Bunker Hill
Visit this Web site to learn about the Battle of Bunker Hill. You can also view an artist’s rendering of the battle.

Section 2
The Declaration of Independence: Our National Treasure
This highly interactive Web site provides access to facts about the Declaration of Independence, including information about the writing

6.1.8. D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8. D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8. D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

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

Recall why the Patriots both won and lost battles during the years 1775-77.

State how France and Spain helped the Patriots fight the British.

Determine how the winter at Valley Forge tested the strength of Patriot troops.

Discuss why the war continued at sea and in the West.

Identify why Patriot forces faced many problems in the war in the South.

Discover how American Patriots finally defeated the British at the Battle of Yorktown.

Explain how the British and the Americans officially ended the war by signing the Treaty of Paris of 1783.

- Technical Writing
- Current Events
- Animated History-Founding the Colonies, New England Seaport and Battle Tactics
- Animated Geography History-Jamestown and Roanark 1609, Colonial Trade Routes, Eastern North America 1750, American, Battle of Bunker Hill 1775, and Revolutionary American
- Animated Geography-French and Indian War and News of the Battle Spreads, 1775, War in the Middle States 1776-77, War in the North 1776, and Battle of Yorktown
- Decisions in American History-The Boston Massacre
- Primary Resources-Religious Tolerance and Intolerance and Patriots and Loyalists (9.2.8.B.4, RL.7.4, SL.7.1, SL.7.6, CRP 11)

Premium Teacher Resources:

- Seed of Revolution
- Bloodshed in Boston

on the back of the document.

Section 3 Holt Map: Victories of John Paul Jones

This map shows the routes of John Paul Jones's missions in 1779.

Section 4 Yorktown 1781

Visit this PBS Web site to read about the battle that effectively ended British rule in the colonies.

Teacher's One Stop Planner-
Internet Resources, Teacher Resources, Fold Notes Appendix- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

Premium Student Resources, Multimedia Connections:

- The Growing Colonies
- The American Revolution

Additional Resources

of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- Rebellion Arises
- Independence!
- A Moment of Retreat
- The Times that Try Men's Souls
- Victory at Saratoga
- Final Battle
- Victory!
- Extended Activities
(CRP2)

Graphic Organizers:
<https://www.nationalgeographic.org/topics/graphic-organizer/>

Fiction book selection –
Slavery:
https://www.barnesandnoble.com/b/books/historical-fiction-teen-fiction/slavery-teen-fiction/_/N-29Z8q8Z1a32

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision)

Students will understand that slavery has existed throughout history and has affected all nationalities and races of people.

Conduct research to find information and then write short sketches about individual slaves.
(CRP2, W.7.9)

Genocide/Slavery Curriculum Guide, NJ Holocaust Commission:
<https://www.nj.gov/education/holocaust/curriculum/>

Formative Assessment:
Students will be assessed based on their sketches, with a teacher-created rubric.

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key Vocabulary: Magna Carta, English Bill of Rights, constitution, Virginia Statute for Religious Freedom, suffrage, Articles of Confederation, ratification, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, tariffs, interstate commerce, inflation, depression, Daniel Shays, Shays's Rebellion Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, popular sovereignty, federalism, legislative branch, executive branch, judicial branch, checks and balances, Antifederalists, George Mason, Federalists, *Federalist Papers* amendments, Bill of Rights, federal system, impeach, veto, executive orders, pardons, Thurgood Marshall, Sandra Day O'Connor, James Madison, majority rule, petition, search warrant, due process, indict, double jeopardy, eminent domain, naturalized citizens, deport, draft, political action committees, interest groups,

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Give page numbers to help the students find answers Speak and display terminology 	<ul style="list-style-type: none"> Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). 	<ul style="list-style-type: none"> Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Oral prompts can be 	<ul style="list-style-type: none"> Use project-based learning Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills

<ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>given.</p> <ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
---	--	--	---

Integration of Technology Standards NJSLS 8:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.4: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Grade 7 Standards:

RL.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.