

**Englewood Public Schools
United States History I
High School
First Marking Period**

Unit I – Beginnings to 1800

Overview: This unit begins with the European colonization of America and covers America's development from thirteen colonies through independence and the ratifying of the Constitution. They will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

Time Frame: 35 to 45 Days

Enduring Understandings:

Hunger, disease, and Native American resistance all contributed to the near failure of the English colony in Virginia.

With both help and resistance from Native Americans, English colonists succeeded in establishing permanent settlements in New England.

The Middle and Southern Colonies were settled for a variety of political, economic, and religious reasons.

The English colonies grew and prospered with little direct interference from the English government from the mid-1600s to the early 1700s.

The social groups that made up colonial society had different roles and ways of living.

Africans brought to the colonies as slaves, helped build the colonies while enduring harsh and brutal treatment.

The Constitution created a much stronger central government than the articles of Confederation.

Essential Questions:

What were the goals of the Plymouth and Massachusetts Bay colonies?

How did mercantilism influence England's colonial laws and foreign policy?

What farming, trade, and settlement patterns defined the diverse economies of the colonies?

What rights and responsibilities did colonial women have?

What tensions brought about the Revolution?

How does the structure of the government under the Constitution divide power?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.12.A.1.a Explain how British North American colonies adapted the	Topics Spanish Explorers and Colonies	Students will study the map on pg. 37 of their textbooks to learn about the routes that explorers took. Then student	Text <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 2 European	Formative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading

British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.A.1.b
Analyze how gender, property ownership, religion, and legal status affected political rights.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Jamestown

The New England Colonies

The Middle and Southern Colonies

Objectives

Students will:

Learn about the primary challenges and rewards of the colonists in America.

Explore the various colonies of America and describe their similarities and differences.

groups will each select one of the explorers and create a short multimedia presentation on his background, explorations, and accomplishments. (8.1.12.A.2, SL.9-10.2, W.9-10.7, SL.9-10.4, SL.9-10.5)

Students will write a one-paragraph response to a motto printed in a Spanish book from 1599: "By the sword and the compass, more and more and more." (W.9-10.8, W.9-10.9)

Create a Colony: Students will complete the "Succeeding in the New World" lesson. Students will examine why some settlements succeeded and others failed. Students will create a fictional colony. They will build diagrams of the colony and describe its society, economy, and hardships. (CRP4, CRP6, CRP12)

Bacon's Rebellion: Students will write a persuasive letter from the point of view of Nathaniel Bacon, arguing that the government in Virginia should protect the western planters from Native American attacks. (W.9-10.8, W.9-10.9)

Students will create posters that depict the similarities and

Colonization of the Americas, 1492 – 1752

Web-Based Resources

Jamestown Settlement videos
<http://www.historyisfun.org/video/?cat=36>

"Succeeding in the New World" Lesson Plan
<http://colonialamerica.thinkport.org/welcome-to-colonial-america.html>

Comprehension Questions and Critical Thinking Writing

Summative

Assessment:

America Pathways to the Present, Prentice Hall, 2004, Chapter Review and Assessment

Benchmark

Assessment:

Common Formative Assessment

Alternative

Assessments:

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

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

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

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

6.1.12.B.1.a
Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.B.2.a
Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date

		<p>differences between the New England colonies and the Middle and Southern colonies in terms of economics, religion, environment, industry, etc. They can use drawings, text, maps, and images from the Web or magazines. (W.9-10.7, SL.9-10.2)</p>		
	Topics	Be a Merchant: Students will learn about mercantilism and its influence on the colonies. Then, students will create fictional merchant businesses, deciding where to procure the manufactured goods, set prices, and trade with each other. (RI.9-10.2, CRP4, CRP6, CRP12)	Text <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 3 Growth of the American Colonies, 1689-1754	Formative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
	An Empire and Its Colonies			
	Life in Colonial America			
	African Americans in the Colonies			
	Emerging Tensions			
	Objectives	Students will watch a short video about women in colonial America to gain perspective on the time period.	Web-Based Resources “Women in Colonial America” video https://www.khanacademy.org/partner-content/aspeninstitute/foundation-mothers/women-colonial-america/v/overview	Summative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
	Students will:			
	Explore the various colonies of America and describe their similarities and differences (continued from sub-unit 1).	Students will read letters by Abigail Adams to her husband, John Adams. Then they will discuss her ideas about how women should be treated in the formation of the new government. Lastly, students will write their own fictional letters to a husband, arguing for how women should be included in the new	Letters by Abigail Adams https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa	Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html
	Examine African American life in the early colonies and the impact of slavery.		Biography of Phillis Wheatley https://www.poetryfoundation.org/poems-and-poets/poets/detail/phillis-wheatley#poet	Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)
				Portfolio of student work

<p>and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>Understand the rising tensions between the colonies and Great Britain.</p>	<p>government. (RI.9-10.9, RI.9-10.2, W.9-10.8, W.9-10.9)</p> <p>Students will read the biography of Phillis Wheatley to understand life for African American women during the colonial period. Then, students will read two of her poems and hold a Socratic Seminar based on how her poems depict African American life in colonial America. (RI.9-10.2)</p>	<p>“On Being Brought from Africa to America” https://www.poetryfoundation.org/poems-and-poets/poems/detail/45465</p> <p>“To the Right Honorable William, Earl of Dartmouth” https://www.poetryfoundation.org/poems-and-poets/poems/detail/47706</p>	<p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
<p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s)</p>	<p>Topics</p> <p>The French and Indian War</p> <p>Issues Behind the Revolution</p> <p>Ideas Behind the Revolution</p> <p>Fighting for Independence</p> <p>Winning Independence</p> <p>Objectives</p> <p>Students will:</p> <p>Examine the causes and effects of the French and Indian War and how it served as a precursor to later conflict with Great Britain.</p>	<p>Students will watch the short video “Crash Course History: The Seven Years War” for an overview of the French and Indian War. Next, students will read an article about how newspapers covered the war. Lastly, students will write a short narrative about the war from the perspective of someone who participated in the war (as a soldier or civilian). Their fictional character can be French, Native American, a Colonist, or British. (W.9-10.8)</p> <p>Students will read “Dunmore’s Proclamation” and an article about it. Students will discuss the ideas, beginning with the question, “What did the</p>	<p>Text <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter 4 The Road to Independence, 1753-1783</p> <p>Web-Based Resources</p> <p>“Crash Course History: The Seven Years War” Video https://www.youtube.com/watch?v=j0gbzNHmfW0</p> <p>“How Newspapers Covered the French and Indian War” http://www.varsitytutors.com/earlyamerica/early-america-review/volume-2/how-newspapers-covered-the-french-and-indian-war</p> <p>“Dunmore’s Proclamation”</p>	<p>Formative Assessment: <i>America Pathways to the Present</i>, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing</p> <p>Summative Assessment: <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p>Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html</p>

presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively

Explore the causes of the Revolutionary War and the characteristics of those who experienced it.

Proclamation offer enslaved African-Americans?" (**RI.9-10.9, RI.9-10.2, SL.9-10.1**)

Research Project: Students will select one of the 13 colonies and conduct a research project on that colony's contribution to the war. They will deliver their research as a PowerPoint or other multimedia presentation. Students must use primary and secondary sources and complete a bibliography. (**W.9-10.8, SL.9-10.2, 9.3.12.ED.2, CRP2**)

<http://edu.lva.virginia.gov/docs/DunmoresProclamation.pdf>

"Dunmore's Proclamation: A Time to Choose"

<http://www.history.org/Almanack/people/african/aadunpro.cfm>

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 movie based on the topic or subject.

to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

6.1.12.A.2.c
Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.d
Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

RH.9-10.1. Accurately cite strong and

Topics	Objectives	Text	Formative Assessment:
Government by the States	Students will:	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 5 The Constitution of the United States, 1776-1800	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
The Constitutional Convention	Examine the development of the Constitution and analyze its impact on the various regions of the country.	Articles of Confederation http://avalon.law.yale.edu/18th_century/artconf.asp	Summative Assessment: <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
Ratifying the Constitution	Understand Washington's contributions as the first	Articles of Confederation Lesson Plan https://educators.brainpop.com/lesson-plan/articles-confederation-lesson-plan/	Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html
The New Government		Links to the Federalist Papers https://www.congress.gov/resources/display/content/The+Federalist+Papers	<i>Types of Assessments:</i> https://www.teachthought.com
		“To Sign or Not to Sign” Lesson Plan”	

<p>thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>president and analyze his impact on the chief executive role in government.</p>	<p>The First President: Students will read a speech by George Washington and then write a speech as Washington that addresses the American people about the opportunities and challenges of founding a new nation. (RI.9-10.9, RI.9-10.2, W.9-10.8)</p>	<p>http://constitutioncenter.org/media/files/To_Sign_or_Not_To_Sign.pdf</p> <p>George Washington's Inaugural Address http://www.archives.gov/exhibits/american_originals/inaugtxt.html</p> <p>National Archives-American Revolution: https://www.archives.gov/research/military/american-revolution</p>	<p>t.com/pedagogy/6-types-assessment-learning</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p>
	<p>Topics</p> <p>Language and Identity</p> <p>Ecomienda</p> <p>Small Pox</p> <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand the connection between language and identity 	<p>Students will learn the importance of language and how it affects the way a person develops his or her identity. They will create language dice to examine the multiple meanings behind race related terminology and use primary sources to gain an understanding of the multiple perspectives behind each term. (RI.9-10.4)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, A New World Construct</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, Ecomienda</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Two,</p>	<p>Summative Assessments:</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, Common Core Activity, Dartolome de las Casas, "The Cruelties of the Spaniards Committed in America"</p> <p>The New Jersey Amistad Commission Interactive</p>

<p>contributed to economic development in the American colonies.</p> <p>6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)</p>	<ul style="list-style-type: none"> Understand the evolution of relationships between the Spanish and Indians over time. Further enhance their understanding of small pox and its effects on early America. 	<p>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (RI.9-10.4)</p> <p>Students will read about the Spanish system of Ecomienda and answer text-based questions. (RI.9-10.2)</p> <p>Students will read about the impact and spread of small pox and respond to text-based questions. (RI.9-10.2)</p> <p>Students will learn about Triangle Trade and the Middle Passage. They will be tested on this knowledge as well as the legalization of the Atlantic Slave Trade and the dehumanization of Africans in the Western Hemisphere. (RI.9-10.2)</p>	<p>Indigenous Civilizations of the Americas, Small Pox</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Four, The Emerging Atlantic World (Native Americans, Africans, Europeans), The Middle Passage</p> <p>The New Jersey Amistad Commission Interactive Curriculum -Unit Four: The Constitution and Slavery: http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/lesson_plan/4239/304</p>	<p>Curriculum, Unit Four, The Emerging Atlantic World (Native Americans, Africans, Europeans), Student Assessment</p> <p>The New Jersey Amistad Commission Interactive Curriculum- Assessment: http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/navigations/3512</p>
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Key Vocabulary: colony, conquistadors, *encomienda*, presidio, mission, privateer, charter, joint-stock company, royal colony, legislature, indentured servitude, Puritan, pilgrim, Mayflower Compact, Great Migration, Salem witch trials, Middle colonies, diversity, proprietary colony, Quaker, Southern colonies, trustee, mercantilism, balance of trade, duty, staple crop, triangular trade, Middle Passage, Treaty of Paris (1763), Stamp Act, Boston Massacre, First Continental Congress, boycott, Loyalist, Article of Confederation, constitution, republic

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"> • Pre-teach vocabulary • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school 	<ul style="list-style-type: none"> • Provide highlighters to identify key words • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA) • Provide students with multiple choices for how they can represent their 	<ul style="list-style-type: none"> • Teachers may modify instructions by modeling what the student is expected to do • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> • Use project-based learning • 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 • Curriculum compacting • Inquiry-based instruction • Independent study

<ul style="list-style-type: none"> ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<ul style="list-style-type: none"> ● 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"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSL 8:

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Integration of 21st Century Standards NJSL 9:

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Grade 10 Standards:

RI.9-10.2: Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9: Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.