

## Orange Board of Education-United States History I

### Cycle I: Grade 10-Cycle 1-Chapter 1: Colonizing America, Prehistory to 1754

Topic: Colonizing America, Prehistory to 1754 The American Revolution 1754-1783	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting visual sources; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 25 (12 classes)
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#### Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

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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

6.1.1 Colonization and Settlement

A. Civics, Government, and Human Rights

6.1.12.A.1.a Explain how British North American colonies adapted the 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.

#### B. Geography, People, and the Environment

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.

#### C. Economics, Innovation, and Technology

6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

#### D. History, Culture, and Perspectives

6.1.12.D.2.a Explain the consequences to Native American groups of the loss of their land and people

### **TECHNOLOGY**

#### Standard 8.1 Educational Technology

ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.

#### C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards>>History/Social Studies>>Grade 9-10

**Key Ideas and Details**

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**English Language Arts Standards>>Writing>>Grade 9-10**

Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify

the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

### **English Language Standards>>Speaking & Listening>>Grade 9-10**

#### **Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Essential Questions:** How did the movement of people, goods, and ideas, cause social change over time? How were the colonies affected by global conflicts? How did the colonies develop identities independent of Great Britain

**Skills/Knowledge/Understandings Covered in Section:**

Students will know how different cultures established themselves in North American prehistory, how European settlers' arrival affected Native American cultures, what defined the different English colonies, how their involvement in overseas trade networks affected the colonies, and how to describe the role of mercantilism and triangular trade on the colonial economies.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, narration and argumentative writing).

The students will acquire understanding of the Americas, its geography and settlement patterns, the emergence of indigenous civilization and their diverse cultures, early European exploration and colonization, their interactions with Native Americans and Africans, the forms of exploitation and oppression, and how these values, traditions, and institutions of all of these peoples help shape an American identity. Students will also understand how countries are affected by their relationships with each other.

**Objectives:** Students will be able to compare and contrast the differences between North American cultures, identify the political, religious, and economic changes that pushed Europeans to explore and colonize other parts of the world, interpret primary sources and other content that describe the history of colonial America, outline how indentured servitude differed from slavery, compare and contrast the ideas of John Locke, Jean-Jacque Rousseau, and Baron Montesquieu.

### Assessments

<b>Formative:</b>	<b>Summative:</b>	<b>Authentic:</b>
Do-Now, Class Participation, and Exit Tickets	Document based analysis.	Argumentative and Narrative Responses  Examples:  Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site  Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

		Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi
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### **Literacy Connections:**

Amerigo Vespucci, from Account of His First Voyage, 1497

An Aztec observer, from The Broken Spears: The Aztec Account of the Conquest of Mexico, 1959

Christopher Columbus, from his journal, December 16, 1492

The Mayflower Compact, 1620

Eliza Lucas from Life of General Thomas Pickney, 1895

Andrew Hamilton, from A Brief Narrative of the Case and Trial of John Peter Zenger

John Locke, from Two Treatises of Government

Baron de Montesquieu, from The Spirit of Laws

Jean-Jacques Rousseau, from The Social Contract

Brantz Meyer, ed. Captain Canot, or Twenty Years of an African Slaver. New York: 1854

George W. Cable, "Creole Slave Songs," Century Magazine, Vol. 31 (April, 1886)

George H. Moore, Notes on the History of Slavery in Massachusetts New York: 1866

Phillis Wheatley, Poems on Various Subjects (London, 1773)

Christopher Columbus, by Struan Reid

Pilgrims and Puritans: 1620-1676, by Christopher Collier

A People's History of the United States, by Howard Zinn

**Interdisciplinary Connections:**

English Language Arts

Technology

Mathematics

Technology Integration: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

**Online Resources:**

<http://connected.mcgraw-hill.com/connected/>

[http://glencoe.mcgraw-hill.com/sites/0078799848/student\\_view0/unit1/chapter1/](http://glencoe.mcgraw-hill.com/sites/0078799848/student_view0/unit1/chapter1/)

**Smartboard Lessons:**

<http://exchange.smarttech.com/details.html?id=8486ea40-8825-444f-8c43-3ede9d524564>

<http://exchange.smarttech.com/search.html?q=%20early%20colonial%20America>

<http://exchange.smarttech.com/details.html?id=e980cb03-b8ae-427a-8edf-fa2cd66ace56>

<http://exchange.smarttech.com/details.html?id=93195047-9117-4046-b0f0-ec53304b4de3>

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

**Key Vocabulary:**

Tier Two: decline, eventually, technology, route, labor, acquire, migration, grant, distinct, reliable, contract, widespread

Tier Three: agricultural revolution, tribute, kiva, pueblo, astrolabe, caravel, circumnavigate, conquistador, joint-stock company, headright, proprietary colony, town meeting, indentured servant, triangular trade, mercantilism, pietism, rationalism, revival

**Useful Sites:**

<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chnm.gmu.edu/teaching-and-learning/>

<http://www.historyisaweapon.org/zinnapeopleshistory.html>

<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;www.teachinghistory.org>

<http://www.digitalhistory.uh.edu/>

<http://www.peopleshistory.us/teachers/link>

**Primary Documents:**

<http://connected.mcgraw-hill.com/connected/>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/>

<http://www.constitution.org/primarysources/primarysources.html>



**Text Crosswalk:**

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 1-32

Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 1-23

Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 1-41