

Unit 1: English Colonization of the Americas

Unit #:	APSDO-00022615	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
8

Subjects:
Social Studies

Unit Focus

In this unit, students will understand the settlement of the original thirteen colonies and the social, political, and economic differences between the colonial regions. In addition, students will interpret primary sources and participate in a simulation activity to learn about the mercantilism system used in British North America. At the end, students will be able to describe how mercantilism and the Navigation Acts helped move the colonies toward revolution. The primary instructional materials for this unit include *The American Nation* textbook, historical documents, secondary sources, graphic organizers, and maps.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> 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. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> Describe how a text presents information (e.g., sequentially, comparatively, causally). <i>CCSS.ELA-LITERACY.RH.6-8.5</i> 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p> <p>T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T4 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U100) Governments make and enforce the rules for society.</p> <p>U2 (U400) The natural resources and location significantly affect the lives and</p>	<p>Q1 (Q301) How do economic and political systems interact?</p> <p>Q2</p>

<ul style="list-style-type: none"> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>CCSS.ELA-LITERACY.RH.6-8.7</i> Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> 	<p>opportunities of its inhabitants. U3 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p>	<p>How did mercantilism and the Navigation Acts helped move the colonies toward revolution?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>Connecticut Goals and Standards <i>Social Studies : 8</i></p>	<p>K1 English settlers had multiple reasons/motivations to establish colonies in North America</p> <p>K2 Social, economic, and political differences developed between New England, Middle and Southern colonies</p> <p>K3 England wanted to control colonial trade through a policy of mercantilism</p> <p>K4 The English colonies played a major role in the "Triangular Trade", including the development of slavery.</p> <p>K5 Roots of colonial self-government can be traced to British traditions</p> <p>K6 The Great Awakening and Enlightenment fostered democratic ideas throughout the colonies</p>	<p>S1 Read and interpret maps, graphs and charts to establish or determine a relationship/pattern</p> <p>S2 Determine central ideas or information of a primary or secondary source</p> <p>S3 Construct explanations using sound reasoning, appropriate sequence, and relevant details</p>
<ul style="list-style-type: none"> Analyze connections among events and developments in historical contexts. <i>HIST.8.1</i> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. <i>GEO.8.2</i> Construct explanations using reasoning, correct sequences, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. <i>INQ.6-8.11</i> Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i> Explain the benefits and the costs of trade policies to individuals, businesses and society. <i>ECO.8.6</i> 		