



# Unit 2.1 Conflict & Cooperation/Colonial America

9 Curriculum Developers

## Stage 1: Desired Results

### Established Goals

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- 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.

RI: GSE: Social Studies

RI: Grades 7-8

Historical Perspectives

HP 4 (7-8) –1

**Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...**

- a. citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion)U.

HP 5 (7-8) –1

**Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...**

- b. applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

### Enduring Understandings

- People, places and ideas change over time.
- People who live in different locations may have different values, goals, and lifestyles.
- The movement of people and ideas affects all.

#### Academic Vocabulary

Investigate: to tr to discover facts and other information about something

Expand: to increase in size or number

Enforce: to apply a rule or law

Policy: a statement of ideals or plan of action

Function: to be in action; to operate

Estate: large area of land that has one or a few owners

Dominate: to control

Principal: most important

Rely: to depend upon

Suspend: to set aside or temporarily stop operation of something

Impose: to force on others

Adapt: to change in response to a new set of conditions

Emphasis: a special stress or indication of importance

Convert: to change the religious beliefs of someone

Neutral: taking no side

### Essential Questions

Why did different groups leave England to settle in America?

What is persecution? How does conflict between different groups lead to changes in government?

How did the interaction between Native Americans and English settlers differ?

How did geography lead to changes in a society?

How were colonial liberties limited?

What were the social class differences in colonial society?

How during the 1700's did the English colonies become societies with their own ideas and traditions?

How were the Middle Passage and Triangular Trade related?

## Content Knowledge








- Students will know the reasons colonists migrated to the Americas.
- Students will know the complex relationship between colonists and Native Americans.
- Students will know the challenges that the colonists faced at Jamestown and Plymouth.
- Students will know the society, culture, and economy of the New England, Middle, and Southern colonies.

## Skills

- Students will be able to identify and locate on a map the original thirteen colonies.
- Students will read about the Mystery of the "Lost Colony" of Roanoke and Sir Walter Raleigh's role in colonization.
- Students will be able to compare and contrast the New England, Middle, and Southern colonies.
- Students will write a paragraph describing the importance of the search for religious freedom in the settling.
- Students will be able to identify the points of view of the leaders of the colonies and explain their impact on the colony. (e.g., Roger Williams, William Penn, etc.)
- Students will be able to analyze the contributions of key groups to colonial society.
- Students will be able to identify important events in colonial history including, but not limited to: arrival of Africans in Virginia, the establishment of the House of Burgesses, Bacon's Rebellion, King Philip's War, the Salem Witch Trials, the John Peter Zenger Trial, etc.

















## Stage 2: Assessment Evidence

### Assessment (New)

-  Chapter 3 Test 2 2017
-  Chapter 4 Lessons 1-3 Quiz 2018
-  Chapter 3 Test.docx
-  Salem Witch Crisis DBQ from Reading Like a Historian.pdf
-  Mayflower Compact DBQ with questions.pdf
-  Jamestown and Plymouth from Focus on US History (2).pdf
-  Jamestown and Plymouth Paragraphs.pdf

### Assessment

Assessments include, but are not limited to: Lesson Quizzes (1-4), a Chapter Test... (See attachments below).

-  Ch 3 Lesson 1: Quiz on reading from the text on Colonial America
-  Ch 3 Lesson 2.pdf
-  Ch 3 Lesson 3.pdf
-  Ch 3 Lesson 4.pdf
-  Ch 4 Lesson 1.pdf
-  Ch 4 Lesson 2 pdf.pdf
-  Ch 4 Lesson 3.pdf
-  Salem Video Exit Slip History dot com.pdf
-  Slavery in New England.pdf
-  Ch 3 Lesson 3.pdf
-  CHAPTER 3 Lesson 2.pdf
-  Ch 3 Lesson 1pdf.pdf
-  CHAPTER 3 Lesson 4.pdf
-  Ch 4 Lesson 1.pdf
-  Ch 4 Lesson 2 pdf.pdf
-  Ch 3 Lesson 3.pdf

## Stage 3: Learning Plan

### Learning Activities

Play: Mystery of the Lost Colony

### Resources

The Jamestown Survival Game has the worksheet link below.

Map Activity: England to Jamestown.

Conflict and cooperation in Jamestown and Plymouth

Reading on Bradford

Reading Ch 3 Sect 4 & 5 and Chapter 4 Sections 1-3.

Notes and discussion on English colonization.

Video on Middle Passage

DBQ: Middle Passage and Slavery. (Sammis)

Notes and classroom discussion on American social classes.

Guided reading and review: Ch 4 Section 3, 4 & 5.

Primary Source Reading: English Bill of Rights (p. 580)

Reading: Bacon's Rebellion & Zenger Trial.

 [Jamestown Survival Game](#)

 [Nightmare in Jamestown Video](#)

 [Mayflower Difficult Voyage Interactive](#)

 [Puritans Lesson Plan.pdf](#)

 [Puritans, Puritans and More Puritans Reading Quiz](#)

 [Lost Colony of Roanoke from history of US.docx](#)

 [Pocahontas DBQ 2018.pdf](#)

 [Lost Colony from the History of US.pdf](#)

 [Mayflower Compact Video Questions from the Slide Show.docx.pdf](#)

 [\[Template\] \[Template\] jamestown\\_adventure game.pdf](#)

 [Chapter 4 Geography and Colonial Economy 2018.pptx](#)

 [\[Template\] Nightmare in Jamestown Video Quiz.docx.pdf](#)


 [Jamestown and Plymouth Comparison Reading.docx](#)

 [Puritans, Puritans and More Puritans Reading.pdf](#)

 [Slavery in New England.pdf](#)

 [First Music Video Roanoke Jamestown and plymouth.pdf](#)

 [Roanoke, Jamestown & Plymouth 2017 \(1\).pptx](#)

 [William the Wise Reading and Questions from History of US 2015.pdf](#)

 [Roger Williams & Anne Hutchinson Reading from History of US.pdf](#)

 [Roger Williams and Rhode Island prezi questions.pdf](#)


 [Roger Williams and a history of US.pdf](#)

 [Salem DBQ Lesson Plan\\_0.pdf](#)

 [Salem Video Exit Slip History dot com.docx](#)

 [A History of US Of Witches and Dinosaurs.docx](#)

 [City Upon a Hill DBQ for HW.pdf](#)

 [\[Template\] Slavery and the Middle Passage All Student Activities.docx.pdf](#)

 [Salem Witchcraft And Food Poisoning Reading with questions.docx.pdf](#)

 [\[Template\] Copy of Salem Witchcraft DBQ Summative Assessment to be turned in.docx.pdf](#)

 [Atlantic Slave Trade Video Worksheet.pdf](#)

 [Slave Trade in New England.pdf](#)

 [Jamestown Adventure.pdf](#)

 [Jamestown and Plymouth A Tale of Two Colonies from Focus on US History.pdf](#)

 [Roanoke, Jamestown & Plymouth Ch 3 Lessons 1 and 2 2018 Student Notes.pdf](#)

 [Roanoke, Jamestown & Plymouth 2017 \[Autosaved\] \(1\).pptx](#)

 [Jamestown Prezi Notes.pdf](#)

 [Bacon's Rebellion & Zenger Trial.pdf](#)