

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 2: The English Colonies

North Smithfield School Department

TITLE OF UNIT: The English Colonies

COURSE: Grade 7 Social Studies

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In this unit, students will examine the establishment of the English Colonies in North America between the years 1585 and 1763. They will investigate and interpret primary and secondary sources in the following areas: Early Colonies, New England Colonies, Southern Colonies, Middle Colonies, the Backcountry, and the French & Indian War. Additionally, students will analyze primary sources about the Jamestown colony in order to assess why so many colonists there died. At the end of this unit, students will write an informative essay answering the question, "What factors allowed each colonial region to grow and prosper?"

ESSENTIAL QUESTIONS

How did the experience of the early colonists shape America's political and social ideals?

What factors allowed each colonial region to grow and prosper?

What traditions, events, and forces helped form an American identity?

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Identifying and explaining the origins and basic functions of government. **C&G 1 (7-8) –1a**
- Comparing and contrasting different forms of government. **C&G 1 (7-8) –1b**
- Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) –1c**
- Comparing/contrasting key stages of development of the rule of law, as presented in various documents **C&G1 (7-8) –d**
- Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) –2c**
- Explaining how democratic values are reflected in enduring documents political speeches/group actions. **C&G 2(7-8) –2a**
- Exhibiting and explaining what it means to be a responsible citizen in the state and nation. **C&G 2 (7-8) –2c**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e**
- Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a**
- Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c**
- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d**
- Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a**
- Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**

Historical Perspective

- Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a**
- Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b**
- Investigating/analyzing historical and visual data in order to draw connections between a series of events. **HP1(7-8) –2a**
- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**

Economics

- Explaining the relationship between resources and industry. **E 1 (7-8) –1a**
- Researching and analyzing the impact of surplus, subsistence, and scarcity. **E 1 (7-8) –1c**
- Describing how inventions, innovations, and technology stimulate economic growth. **E 2 (7-8) –2a**
- Explaining the cyclical relationship of the participants within an economy. **E 3 (7-8) –1a**
- Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) –2b**

Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) –1a**
- Researching and analyzing the impact of surplus, subsistence, and scarcity. **E 1 (7-8) –1c**
- Identifying multiple maps (to draw inferences about the development of societies. **G 1 (7-8) –2a**

Reading

Key Ideas and Details (RH)

- 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 of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text's description of a process related to

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 2: The English Colonies North Smithfield School Department

- Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a**
 - Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
 - Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**
 - Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a**
 - Analyzing a social movement from its inception, its impacts on us today, its implications for the future. **HP 3 (7-8) –1a**
 - Recognizing how the similarities of human issues across time periods influence own personal histories. **HP 3 (7-8) –2a**
 - Recognizing how the differences of human issues across time periods influence own personal histories. **HP 3 (7-8) –2b**
 - Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c**
 - Citing specific evidence to explain how factors impacted a civilization’s adaptation, development. **HP 4 (7-8) –1a**
 - Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a**
 - Explaining the impact of interactions. **HP 4 (7-8) –2b**
 - Describing how inventions and technological improvements. **HP 4 (7-8) –2c**
 - Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a**
 - Applying demographic factors. **HP 5 (7-8) –1b**
 - Comparing/contrasting cultural expectations in different communities/societies. **HP 5 (7-8) – 2a**
 - Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. **HP 5 (7-8) – 2b**
 - Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. **HP 5 (7-8) – 2b**
 - Describing how and why various factors impact an individual or a group’s perspective of events. **HP 5 (7-8) – 3a**
- history/social studies
 - **Craft and Structure (RH)**
 - **RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
 - **RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
 - **RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose .
 - Integration of Knowledge and Ideas (RH)**
 - **RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
 - **RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
 - Range of Reading **(RH)**
 - **RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band
 - Writing**
 - Text Types and Purposes: argument and informational **(WHST)**
 - Production and Distribution **(WHST)**
 - **Research**
 - Range of Writing **(WHST)**

Applied Learning Standards:

problem solving
communication
critical thinking
research
reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Of the three earliest English colonies in North America, only Jamestown managed to survive
- English colonists settled New England, where they planted many political and religious traditions
- New Southern colonies were settled by fortune-seekers, religious refugees, enslaved Africans, and the poor
- Religious tolerance and ethnic diversity characterized the Middle Colonies
- Prosperity and religious diversity brought changes to Puritan New England
- In the Southern colonies, the need for cheap labor led to a dependence on slavery
- Rich farmland and a climate of tolerance helped the Middle Colonies prosper
- Settlers in the Backcountry developed their own regional traditions and culture
- The British colonies developed a unique culture shaped by prosperity, literacy, and new movements in religion and thought.
- American democracy has its roots in the English tradition of representative government
- Land claims and rivalry among European powers, settlers, and Native Americans led to a war that united the colonies against a common enemy.

PRIOR KNOWLEDGE:

- Elementary exposure to US History
- Unit 1: Three Worlds Meet

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Compare English, French, and Dutch motives for exploration with those of the Spanish. **ERA 1, 2A, 3**
- Describe the social composition of the early settlers and compare their various motives for exploration and colonization. **ERA 1, 2B,2**
- Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. **ERA 2, 1B,1**
- Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. **ERA 2, 1B, 2**
- Understands how diverse immigrants affected the formation of European colonies. **ERA 2, 1A**
- Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. **ERA 2, 1A, 2**
- Explain why so many European indentured servants risked the hardships of bound labor overseas. **ERA 2, 1A, 2**
- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. **ERA 2, 1A,5**
- Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. **ERA 2, 1B,3**
- Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the Seven Years War, French and Indian War. **ERA 2, 1B, 4**
- Understands how political, religious, and social institutions emerged in the English colonies. **ERA 2, 2**
- Understands the roots of representative government and how political rights were defined, e.g. Roger Williams **ERA 2, 2**
- Compare how early colonies were established and governed. **ERA 2, 2A, 2**

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 2: The English Colonies North Smithfield School Department

- Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. ERA 2, 2A,3
- Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. ERA 2, 2A, 5
- Understands religious diversity in the colonies and how ideas about religious freedom evolved. ERA 2, 2B
- Explain how Puritanism shaped New England communities and how it changed during the 17th century. ERA 2, 2B, 2
- Trace and explain the evolution of religious freedom in the English colonies. ERA 2, 2B, 3
- Explain the impact of the Great Awakening on colonial society. ERA 2, 2B, 4
- Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. ERA 2, 2C, 4
- Explore the seeds of public education in the New England colonies and explain how literacy and education differed between New England and southern colonies. ERA 2, 2C, 5
- Explain mercantilism and evaluate how it influenced patterns of economic activity ERA 2, 3A, 1.
- Identify the major economic regions in the Americas and explain how labor systems shaped them. ERA 2, 3A,2
- Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. ERA 2, 3B, 1
- Analyze how the early Navigation Acts affected economic life in the colonies. ERA 2, 3B, 2
- Compare the characteristics of free labor, indentured servitude, and chattel slavery. ERA 2, 3B, 4
- Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean, e.g. Triangular Trade of New England. ERA 2, 3C,1
- Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Indian) customs and values to develop a distinctive African American culture. ERA 2,3C,4
- Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. ERA 3, 1A, 1
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. ERA 3, 1A, 2
- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean, e.g. Colony of Jamestown. ERA 3, 1A,4
- Analyze the progression of Rhode Island from a participant in the Triangular Trade to its role as an abolitionist state.
- Feudal System difference between Britain and American colonies
- Trace roots of the American perspective during Revolution

SUGGESTED WORKS:

INFORMATIONAL TEXTS

NONFICTION

- *American History* textbook
- Background information: "The Brown Brothers, Providence, and the Slave Trade"
- Background information: "The Young Witch Hunters"
- Background information: "Why did American colonists have the rights of Englishmen?"

BIOGRAPHIES

Roger Williams

MEMOIRS

"A Relation" description of
Plymouth (1630s)

SPEECHES, PUBLIC DOCUMENTS

- The Mayflower Compact (1620)
- "A Key to Understanding the Narragansett" by Roger Williams (1643)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

Develop and convey understanding

- Summarizing topics
 - Ask students to analyze a subject to expose what's essential and then put it in their own words. This requires substituting, deleting, and keeping some of the things and having an awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 2: The English Colonies North Smithfield School Department

- Reflection
 - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
 - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the questions in a written or verbal format.
- Graphic Organizers
 - Venn Diagrams
 - Compare and Contrast
 - Note-taking guides
 - Webs
 - Cause and effect
- Informative Essay: What factors allowed each colonial region to grow and prosper?
 - Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (See: WHST.6-8.2)
- Argument Writing - Early Jamestown: Why did so many colonists die? (DBQ assignment from "Mini-Q's in American History binder).
 - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.
- Research Essay:
 - What traditions, events, and forces helped form an American identity?

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- Mayflower Compact - <http://www.history.com/topics/mayflower-compact>
- Mayflower Compact (Charlie Brown Mayflower Voyages film) - <http://en.gloria.tv/?media=359763>
- A Relation description of Plimoth - <https://www.plimoth.com/>
- A Key to Understanding the Narragansett - http://rihs.org/images/A_Key_to_Understanding.pdf

VOCABULARY

- | | | |
|--------------------------------------|------------------------|----------------------------|
| 1. Act of Toleration | 12. Great Migration | 24. Pilgrims |
| 2. Albany Plan of Union | 13. House of Burgesses | 25. Proclamation of 1763 |
| 3. Backcountry | 14. Indentured servant | 26. Proprietary colony |
| 4. Cash crops | 15. Jamestown | 27. Puritans |
| 5. English Bill of Rights | 16. King Philip's War | 28. Smith, John |
| 6. Enlightenment | 17. Locke, John | 29. Subsistence farming |
| 7. Franklin, Benjamin | 18. Magna Carta | 30. Tolerance |
| 8. French & Indian War | 19. Mayflower Compact | 31. Treaty of Paris (1763) |
| 9. Fundamental Orders of Connecticut | 20. Mercantilism | 32. Triangular Trade |
| 10. Glorious Revolution | 21. Navigation Acts | 33. Williams, Roger |
| 11. Great Awakening | 22. Parliament | |
| | 23. Penn, William | |

**SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 2: The English Colonies
North Smithfield School Department**

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead -in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**