

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History **Unit Name:** Exploration and Colonization

Quality Core Objectives:

Unit 1 Exploration and Colonization	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
B.1. Colonization and Forging a New Nation	a. Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America
	b. Analyze religious development and its significance in colonial America (e.g., religious settlements, the Great Awakening)
	c. Describe significant aspects of the variety of social structures of colonial America
	d. Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g., social, political, and economic)
	e. Explain the origins and development of colonial governments

Purpose of the Unit:

Students will be introduced to the basic skills of a historian: research, historical writing, map/graph interpretation, and critical thinking. Students will examine early exploration and colonization of the New World and discover important themes that will continue through following units (e.g. self-government – Mayflower Compact).

Prerequisites:

World Civilization – Renaissance, Reformation, & Age of Exploration

Intro to SS – Geography & Government

English – Writing an Essay

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	B.1.a	What was Spanish colonization like? How successful were the Spanish?	Students summarized/took notes and made entries in ISN (interactive student notebook). Students made predictions about Aztec Market, then compared w/ visual texts & responded in notebook (drawing, writing, organizer: choice).	Personal Response Choice	Formative – discussion questions & walk around check-ins w/ students during some summary writing Summative – notebook check & unit exam
2	B.1.a, B.1.c	What were the reasons for Jamestown settlement?	Students will read examine a visual text (picture of fort) and make predictions about life in colony, then read article about	Personal Response Identifying Similarities & Differences	Formative – walk around check ins & think/pair/share Summative – notebook check & unit exam

		What was life in this colony like?	archaeology and identify similarities and differences in their response/reality.	Generating & Testing Hypothesis	
3	B.1.a, B.1.c	What were the reasons for Jamestown settlement? What was life in this colony like?	Students will use computers to complete a "webquest." Either a game in which they must become leaders of the colony and make & explain all decisions they make OR archaeology game in which they must find & explain artifacts.	Novelty & Variety Choice	Formative – game handouts & walk around check ins (responses/results from games)
4	B.1.a, B.1.b, B.1.c	What were reasons for Plymouth? What was life in this colony like?	Students did a group poster w/ a modified KWL structure (what you know/what you learned). Made statements about Plymouth colony, then examined visual texts (image lecture), then compared new knowledge by adding to poster. Students read and summarized Mayflower Compact.	Summarizing & Note-taking Learning w/ Others	Formative – discussion questions & poster explanations Summative – Mayflower Compact handout & unit exam
5	B.1.a	What were the three colonial regions? What made them unique?	Students summarized/took notes examining basic characteristics about the three colonial regions. Students used maps to continue interpreting information about the three regions.	Summarizing & Note-taking Identifying Similarities & Differences	Formative – discussion questions & walk around check ins Summative – notebook check, unit exam, & Map Activity
	B.1.c, B.1.d	What were the	Students summarized/took	Summarizing &	Formative – historical analysis

6		<p>main types of labor in colonial America? Why did one system end and the other continue?</p>	<p>notes on Indentured Servants & Slavery. Students examined historical documents and made inferences about each labor system.</p>	<p>Note-taking Identifying Similarities & Differences</p>	<p>documents, walk around check ins Summative – note book check, Colonial Labor Essay</p>
7	<p>Summative Exam will be done w/ Road to Revolution section of Unit 2</p>				
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