

Unit Title: The Melting Pot?

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BASED ON A CURRICULUM

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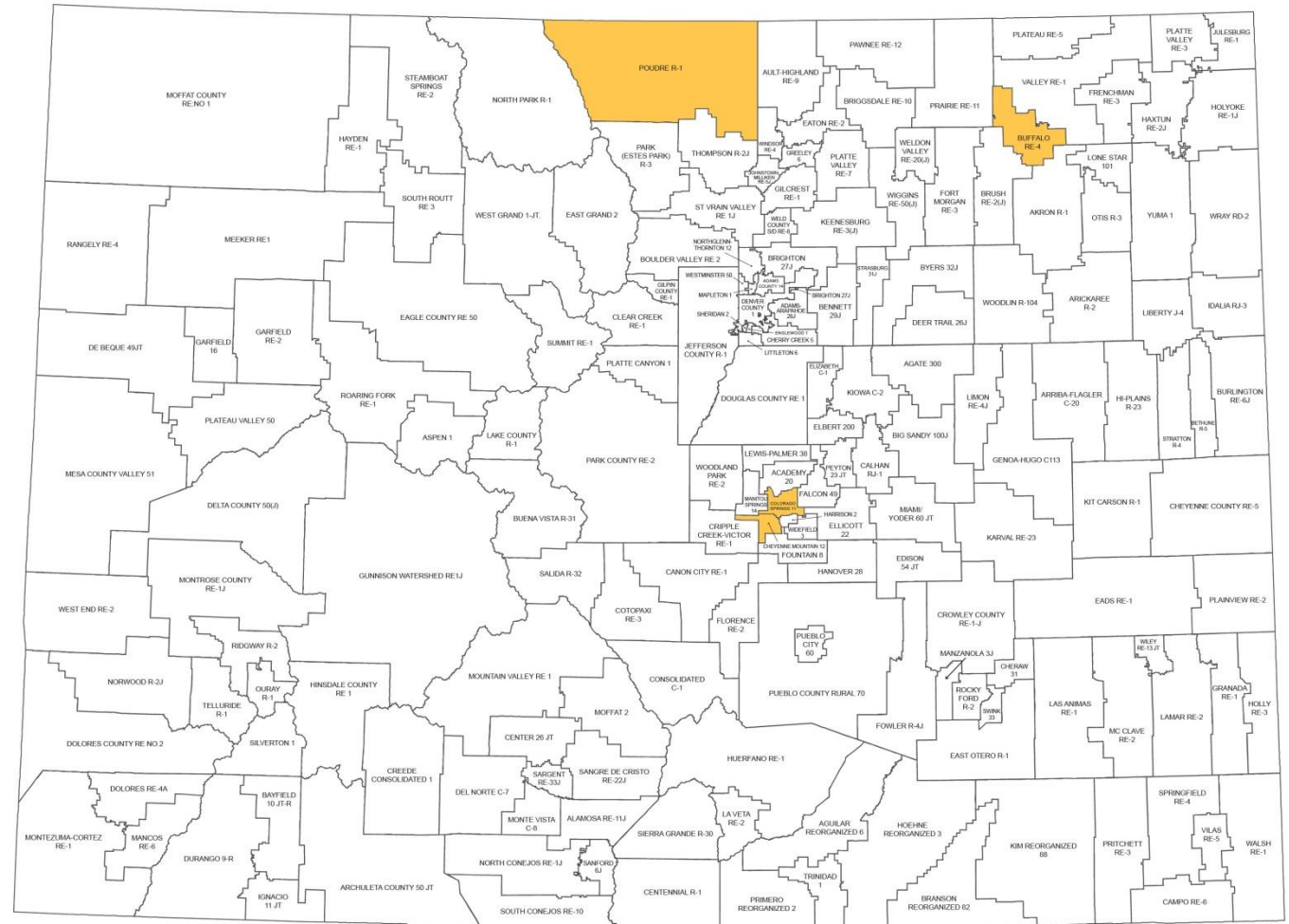
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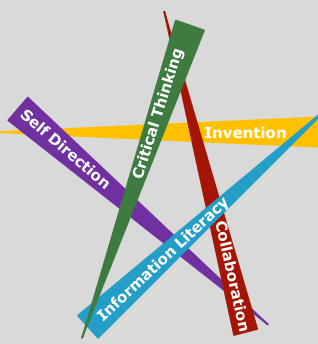


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	5 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Analyze historical sources from multiple points of view to develop an understanding of historical context	SS09-GR.5-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government	SS09-GR.5-S.1-GLE.2	
2. Geography	1. Use various geographic tools and sources to answer questions about the geography of the United States	SS09-GR.5-S.2-GLE.1	
	2. Causes and consequences of movement	SS09-GR.5-S.2-GLE.2	
3. Economics	1. Government and market structures influence financial institutions	SS09-GR.5-S.3-GLE.1	
	2. Utilizing financial institutions to manage personal finances (PFL)	SS09-GR.5-S.3-GLE.2	
4. Civics	1. The foundations of citizenship in the United States	SS09-GR.5-S.4-GLE.1	
	2. The origins, structure, and functions of the United States government	SS09-GR.5-S.4-GLE.2	

Colorado 21st Century Skills



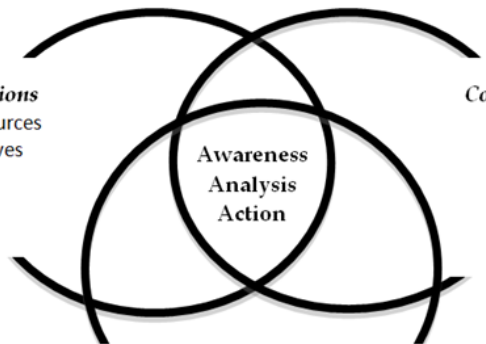
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Historical Investigations

- Analysis of sources and perspectives
- Students as historians

Contemporary Connections

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Civic/Democratic life

- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Melting Pot?	6-8 weeks	1

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Unit Title	The Melting Pot?		Length of Unit	6-8 weeks
Focusing Lens(es)	(National) Diversity/Adaptation	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.5-S.1-GLE.2 SS09-GR.5-S.2-GLE.1 SS09-GR.5-S.3-GLE.1 SS09-GR.5-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do diversity and adaptation contribute to and increase the likelihood of survival? (SS09-GR.5-S.1-GLE.2-IQ.2) • What challenges come from being new to a place? • Is there value in interaction with people who are different from you? 			
Unit Strands	History, Geography, Civics, Economics, Culture			
Concepts	Unity, diversity, perspectives, cause and effect relationships, discovery, exploration, technological development, migration, rights and responsibilities, citizens, regions, immigration, trade, adaptation, cultural interactions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms) (SS09-GR.5-S.1-GLE.2-EO.a)	What are some examples of the outcomes of the Columbian Exchange that changed cultural patterns of Europeans? What parts of current Thanksgiving celebrations originated from the interactions between the Puritans and the Wampanoag?	How do interactions between groups of peoples create change in cultural patterns and traditions?
Migration and interactions of diverse groups require individuals to adapt as a means of survival (SS09-GR.5-S.2-GLE.2-EO.a, b, c)	How did people in the first settlements adapt and survive? What challenges did they face and have to overcome?	Why is adaptation important to survival and immigration?
Regional resources frequently motivate migration patterns of groups and individuals (SS09-GR.5-S.2-GLE.1-EO.a, b, c)	Why did each European group choose particular locations to colonize?	What resources are necessary to sustain successful communities?
Economic desires to fulfill both wants and needs can often drive decisions to migrate (SS09-GR.5-S.3-GLE.1-EO.b)	What economic benefits did some colonists gain through migration to the New World?	How does economics motivate an individual or group to action?
Differences in beliefs and values can promote the desire for migration (SS09-GR.5-S.1-GLE.2-EO.b)	What reasons did the Puritans have for coming to the New World? How were the motivations for settling early New England (Puritans, etc.) and Virginia (Jamestown, etc.) different and/or similar?	How does preservation of cultural beliefs, (e.g., religion) spur individuals to launch new endeavors?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Cultural interactions of the Columbian exchange, between European and Native Americans, and between colonists and enslaved Africans. (SS09-GR.5-S.1-GLE.2-EO.a) • Significant individuals and groups to include Native Americans (e.g., Iroquois and Algonquin) and European colonists (e.g., French, English, Dutch, Puritans, Catholics, debtors, indentured servants) before and through the American Revolution. (SS09-GR.5-S.1-GLE.2-EO.a) and (SS09-GR.5-S.1-GLE.2-EO.b) • Physical and cultural regions of Colonial America using various geographic tools. (SS09-GR.5-S.2-GLE.1-EO.a,b) • Reasons associated with discovery, exploration and migration (SS09-GR.5-S.2-GLE.2-EO.a,b) • Explain the reasons for the settlement of the American colonies (SS09-GR.5-S.4-GLE.1-EO.c) 	<ul style="list-style-type: none"> • Identify outcomes of the interactions of native and non-native cultures. (SS09-GR.5-S.1-GLE.2-EO.a) • Explain how historical events, groups, and individuals contribute to diversity in the United States. (SS09-GR.5-S.1-GLE.2-EO.b) • Use various maps and other geographic tools to identify, locate and describe geographic information correctly. (SS09-GR.5-S.2-GLE.1-EO.b) • Explain migration, trade, and cultural patterns that result from interactions related to discovery, exploration and migration. (SS09-GR.5-S.2-GLE.2-EO.a, b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Migration, immigration and cultural interactions create the need for adaptation of groups and individuals.</i></p>
<p>Academic Vocabulary:</p>	<p>Cause and effect, Illustrate, define, investigate, evaluate, analyze, identify, describe, locate, communicate, unity, diversity, perspectives, interactions, culture</p>
<p>Technical Vocabulary:</p>	<p>Discovery, exploration, technological development, migration, regions, immigration, trade, adaptation, economy(ies), government, colony, founder, charter, industry, motivation, market, trade, exploration, interaction, region(s), colonization, settlement, origination, destination, compass rose, absolute location, relative location, latitude, longitude, continent, ocean, explorer, navigate, Eurocentric, circumnavigate, cartography, religion, national pride, foreign goods, navigate, Columbian Exchange, economy, needs, wants, preservation, trade routes, conquest, rivalry, resources, physical features, climate, renewable/nonrenewable, land claims, oppression, economic benefits, settlement, religious intolerance, political oppression, debt, drive(motivation), population, indentured servant</p>

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Unit Description:	In <i>The Melting Pot</i> , students will learn about early explorers and explain the economic and political motivations for exploration and settlement of the New World. When the first explorers arrived in the Americas, they encountered native peoples who already inhabited those lands. Students will discover the motivating factors that prompted individuals to migrate to the New World such as oppression, persecution, and differences in beliefs and values. Throughout the rest of this unit, students will identify how native peoples and immigrants interacted, and how both groups adapted their environment in order to survive. Students will be able to distinguish among the varying perspectives of the relationship between the diverse groups and summarize the effects those interactions had on each other.
Considerations	Teachers may want to start the unit with the first ongoing learning experience which focuses on map skills and are foundational to this unit. NOTE: Some changes were made to the factual questions, and content and skills sections in the unit overview to more accurately reflect the content of this instructional unit.
Unit Generalizations	
Key Generalization:	Regional resources frequently motivate migration patterns of groups and individuals
Supporting Generalizations:	Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms)
	Migration and interactions of diverse groups require individuals to adapt as a means of survival
	Economic desires to fulfill both wants and needs can often drive decisions to migrate
	Differences in beliefs and values can promote the desire for migration

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Regional resources frequently motivate migration patterns of groups and individuals
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The Smithsonian Museum has hired your team of experts to create a traveling exhibit entitled, <i>The Melting Pot</i> that will be showcased in your local museum. This exhibit will feature live wax figures that interact with the audience. These figures will represent those individuals who were instrumental in shaping early America. Your individual’s interaction should describe how resources in America motivated your decision to explore, re-locate or migrate. As experts on this historical era, your group has been asked to design the exhibit. In addition, each member of your team must become a historical figure who only becomes “live” when the “on” button has been activated.
Product/Evidence: (Expected product from students)	Students should complete the following elements for the museum exhibit: <ol style="list-style-type: none"> 1. A 1- minute script to be recited at the museum exhibit 2. A researched five paragraph essay about their historical figure (which may include birth and death dates, general information such as where they lived, how they made a living, etc.) 3. Wear a costume that reflects the character’s time period <p>Teachers may decide to have students create an “environment” for each historical figure – could collaborate with an art teacher to develop the environment.</p> <p><i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student’s performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a</i></p>

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	<i>performance assessment rubric.</i>
Differentiation: (Multiple modes for student expression)	<p>Consider the following differentiation strategies: Students may...</p> <ul style="list-style-type: none"> • Use pre-recorded speeches • Read from note cards during the interaction • Choose to work as an individual character (monologue) • Create still characters with recordings rather than live characters • Create a display of their character rather than do a performance <p>The teacher may...</p> <ul style="list-style-type: none"> • Determine individual roles based on the strengths of students • Additional opportunities for practice • Collaborate with like characters to work on the five paragraph essay <p>Enrichment Ideas: Discuss hypothetical scenarios...such as, “What if Christopher Columbus could not raise the funds to try a water route?” or “What if Native Americans had not taken the Pilgrims under their wing?”</p>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Bulla, C. <i>Squanto, Friend of the Pilgrims</i>. Lexile: 360 Levy, E. <i>Cranky Colonials: Pilgrims, Puritans: 1560s-1740s</i>. Lexile: 914 Maestro, B. <i>The New Americans: Colonial Times: 1620-1689</i>. Lexile: 940 Ransom, C. <i>Why Did English Settlers Come to Virginia?: And Other Questions About the Jamestown Settlement</i>. Lexile: 750 Ross, S. <i>Into the Unknown: How Great Explorers Found Their Way by Land, Sea, and Air</i>. Lexile: 1120 Rossi, A. <i>Seeds of Change in American History: Two Cultures Meet</i>. Lexile: 720</p>	<p>Conrad, P. <i>Pedro’s Journal: A Voyage with Christopher Columbus August 3, 1492 – February 14, 1493</i>. Lexile: 1030 Cooper, S. <i>Ghost Hawk</i>. Lexile: 940 Macdonald, F. <i>You Wouldn’t Want to Sail with Christopher Columbus!: Uncharted Waters You’d Rather Not Cross</i>. Lexile: 850 Rohmer, H. <i>The Invisible Hunters: Los Cazadores Invisibles</i>. Lexile: N/A Stelson, C.B. <i>These old shoes remember: Colonial life in America</i>. Lexile: 530 Waters, K. <i>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</i>. Lexile: 680. Yolen, J. <i>Encounter</i>. Lexile: 760</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think like a historian by identifying the origination and destination of the explorers who were prominent in discovering the New World maps of the continents and oceans using historical and current day maps	<p>Teacher Resources: http://www.worldatlas.com/aatlas/imaged.htm (World Map) http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1 (Customize a world map)</p> <p>Student Resources: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g1_u2/ (Interactive map of continents and oceans) http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/index.html (An interactive exhibit of immigration)</p>

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	Skills:	Analyze maps to identify and locate natural resources, trade routes, settlement patterns, and patterns of migration	Assessment:	Students create a classroom world map and add information during the unit (e.g., explorer’s routes, names of new lands discovered, patterns of migration, locations of natural resources, etc.)
2.	Description:	Think/work like a geographer by use geographic tools to interpret maps and to find relationship between patterns in human settlement and earth’s physical systems (i.e. lithosphere, hydrosphere, biosphere, atmosphere)	Teacher Resources:	http://education.nationalgeographic.com/education/photo/colonial-settlement/?ar_a=1 (Growth of colonial settlement interactive map from National Geographic) http://www.kckay.com/maps2.html (Maps showing the physical systems of North America)
			Student Resources:	http://kids.britannica.com/comptons/art-107832/A-map-shows-the-major-features-of-the-ocean-basins (Map of earth’s hydrosphere) http://www.kckay.com/maps2.html (Maps showing the physical systems of North America)
	Skills:	Analyze maps to predict and infer about the locations of settlements based on location/access to resources	Assessment:	Students discuss (writing or oral) information gleaned from maps and other resources about the influence that access to resources and trade routes affect settlement patterns. Students create a multipurpose map.
3.	Description:	Think like a historian by examining and analyzing primary and secondary sources to extract historical information	Teacher Resources:	http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers (Reading Response Forms and Graphic Organizers) http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension) http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2 (Read, Write, Think: Making Connections) http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf (A Teacher’s Guide to Analyzing Primary Sources)
			Student Resources:	http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension) http://www.loc.gov/teachers/primary-source-analysis-tool/ (Primary Sources Analysis tool)
	Skills:	Use context and content from the past to make connections, predictions, and inferences to the present	Assessment:	Students create a classroom poster representing a “how to” guide for analyzing primary and secondary sources.

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Prior Knowledge and Experiences	
<p>Students will be required to use knowledge of map features and concepts such as compass rose, latitude/longitude, map keys and cardinal directions. They will need to be aware of geographic regions such as continents, oceans and waterways. In addition, students will need prior knowledge on the concept of history specifically Native American history and cultural traditions like Thanksgiving. The teacher might ask questions of his/her students to determine their general knowledge of early exploration and explorers in history. Prior experience with compare/contrast and defining cause/effect relationships is recommended.</p>	
Learning Experience # 1	
<p>The teacher may provide maps (e.g., exploration routes, Columbian Exchange, regions of the eastern United States); excerpts from journal entries (e.g., explorers, colonists, Native Americans), images (e.g., interactions among various groups, ships, period artifacts), graphs (e.g., population in the New World), and the unit concepts for a gallery walk so that students can conduct an initial examination of the concepts, ideas, and skills investigated throughout this unit.</p>	
Generalization Connection(s):	<p>Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms) Regional resources frequently motivate migration patterns of groups and individuals Migration and interactions of diverse groups require individuals to adapt as a means of survival Economic desires to fulfill both wants and needs can often drive decisions to migrate Differences in beliefs and values can promote the desire for migration</p>
Teacher Resources:	<p>http://www.loc.gov/pictures/resource/cph.3f06404/ (European explorers arriving in the New World from the Library of Congress) http://www.vhinkle.com/modern/studyguide33.html (Map of goods traded on the Columbian Exchange & Exploration Routes) http://jb-hdnp.org/Sarver/Maps/us_history_maps.htm (List of maps in American history) http://en.wikipedia.org/wiki/Demographic_history_of_the_United_States (Charts showing the demographics of the colonies) http://imnewbieschool.com/forum/language/early-exploration-map-i0.gif (Exploration and empires map) http://myloc.gov/Exhibitions/EarlyAmericas/AftermathoftheEncounter/CompetitionforEmpire/Pages/default.aspx (Competition for empire primary sources from the Library of Congress) http://www.britannica.com/blogs/2010/11/thanksgiving-day-from-pilgrims-to-the-tsa-picture-essay-of-the-day/ (Initial interaction between Europeans and native inhabitants image) http://www.americanjourneys.org/teachers/index.html (American Journeys: Eyewitness Accounts of Early American Exploration and Settlement)</p>
Student Resources:	<p>http://www.readingquest.org/strat/kwl.html (KWL strategy & chart)</p>
Assessment:	<p>Students will complete a KWL chart based on information obtained during the gallery walk http://www.readingquest.org/pdf/kwl.pdf http://www.readingquest.org/pdf/kwl_mod.pdf (Modified KWL Chart)</p>

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs or triads during the gallery walk	Students may verbalize their answers to be recorded on the KWL chart
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • An introduction to exploration and early explorers • Location of early settlements and colonies in North America • Interactions among various groups (e.g., Native Americans, European settlers, explorers, etc.) • Interactions, struggles, and successes of the travels of explorers, settlers, native peoples, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Analysis of primary sources such as journal entries • Identify multiple perspectives presented in primary sources 	
Critical Language:	Exploration, interaction, region(s), migration, colonization, culture, diversity, identify, location, perspective, primary source, secondary source, settlement	

Learning Experience # 2	
The teacher may provide primary and secondary sources (e.g., old world maps, current world map with continents, firsthand accounts of explorers) so that students can recognize the Eurocentric backgrounds and perspectives of the explorers and discover the geography of the New World “discovered” by European explorers.	
Generalization Connection(s):	Regional resources frequently motivate migration patterns of groups and individuals
Teacher Resources:	http://www.worldatlas.com/aatlas/imaget.htm (World Map) http://ageofex.marinersmuseum.org/index.php (The Mariners’ Museum: Exploration Through the Ages) http://www.fordham.edu/halsall/mod/1497vespucci-america.asp (First Person Account of Amerigo Vespucci’s First Voyage) http://www.let.rug.nl/usa/documents/1600-1650/samuel-de-champlain-voyages-1604.php (Samuel de Champlain Voyages 1604) http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)
Student Resources:	http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g1_u2/ (Interactive map of continents and oceans) http://www.eduplace.com/monthlytheme/pdf/stamp1g.pdf (Template of blank postage stamp)
Assessment:	Class: Students will work together to create an interactive classroom world map and timeline: Part 1: Map: To be completed in Learning Experience #2 Part 2: Timeline: To be completed in Learning Experience #5

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	Students select a prominent explorer to commemorate by designing a postage stamp(s) depicting the country of origination and/or destination of that explorer so that students can see the Eurocentric origins of the explorers and understand the basic geography of the new lands explored. The students will add their explorers' stamp to the world map with the end result being a display of all of the key explorers.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a pre-selected explorer Students may have an opportunity to review pre-selected explorer and discuss with a partner Provide a postage stamp template http://www.eduplace.com/monthlytheme/pdf/stamp1g.pdf (Template of blank postage stamp)	Students may complete their postage stamp on a postage stamp template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research passports and their purpose online using a site such as www.howstuffworks.com/passport.htm http://mixminder.com/downloads/handouts/student-passport.pdf (Passport template)	Students may create an interactive explorer passport dedicating a page to each explorer. This passport may be added to the classroom map and timeline.
Critical Content:	<ul style="list-style-type: none"> • The relative and absolute locations of continents and oceans • The origination/destination of early explorers (e.g., Spain, France, Portugal, England, etc.) • Early explorers (e.g., Coronado, Sebastián, Magellan, Días, Coronado, Cortez, Hudson, de Gama, etc.) • The dates and events labeled as the <i>Age of Discovery</i> 	
Key Skills:	<ul style="list-style-type: none"> • Use various geographic tools to identify, locate, and describe geographic information correctly • Identify latitude, longitude, and a compass rose on a map 	
Critical Language:	Origination, destination, compass rose, absolute location, relative location, latitude, longitude, continent, ocean, explorer, navigate, Eurocentric	

Learning Experience # 3	
The teacher may provide primary and secondary sources (e.g., letters and journal entries of explorers, European leaders; maps of the world at the time of the Age of Exploration) so that students can connect explorers with their representative countries and explain the reasons for the exploration, discovery, and migration to the New World.	
Generalization Connection(s):	Regional resources frequently motivate migration patterns of groups and individuals Economic desires to fulfill both wants and needs can often drive decisions to migrate
Teacher Resources:	http://publications.newberry.org/k12maps/module_01/index.html (Map of the World Columbus Knew in 1482) http://fifthinthemiddle.blogspot.com/2012/11/seven-reasons-for-exploration.html (The Seven Reasons for Exploration mini-book instructions) http://jb-hdnp.org/Sarver/Maps/us_history_maps.htm (A listing of U.S. history maps)

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	http://www.cln.org/themes/explorers.html (“All things explorers”)	
Student Resources:	http://quizlet.com/656715/7-reasons-for-exploration-flash-cards/ (Reasons for European Exploration) http://www.youtube.com/watch?v=21qi9ZcQVto#t=17 (How to make an eight page mini-book) http://info.teachtci.com/resources/ha/AgeofExploration.pdf (Seven Reasons for Exploration during the Age of Exploration) http://www.kidzworld.com/article/1382-motives-for-exploration (Motives for Exploration) http://library.thinkquest.org/J001156/makingbooks/minibook/ (How to make your own mini-book)	
Assessment:	Students will create a mini book illustrating the seven reasons for exploration (i.e. curiosity, national pride, trade routes, religion, fame, fortune, desire for foreign goods). Each page should list a reason on the top, draw an icon representing the reason and add a complete sentence to explain the reason for exploration.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with visual representations of the 7 reasons for exploration Students may be given a pre-populated mini-book that identifies the seven reasons for exploration	Students may add a complete sentence to explain each reason for exploration added to their pre-populated mini-book Students may orally or visually present their chosen explorer Students may type or dictate explanations to accompany his/her mini-book
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may choose an explorer and explain that explorer’s specific motivation(s) for exploration	Students may add explorer to their 7 Reasons for Exploration mini-book
Critical Content:	<ul style="list-style-type: none"> • Reasons for exploration (Curiosity, national pride, trade routes, religion, fame, fortune, desire for foreign goods) • Countries involved in exploration (e.g., Europe, Spain, Portugal, France, etc.) • Dates and characteristics that identify the <i>Age of Exploration</i> 	
Key Skills:	<ul style="list-style-type: none"> • Identify reasons associated with discovery, exploration and migration • Use various maps and other geographic tools to identify, locate and describe geographic information correctly 	
Critical Language:	Circumnavigate, discovery, exploration, cartography, identification, migration, explorer, trade, religion, national pride, foreign goods, navigate	

Learning Experience # 4	
The teacher may provide images (e.g., foods, animals, plants, disease, etc. traded in the Columbian Exchange) and maps (e.g., countries of origin of the goods traded in the Columbian Exchange) so that students can articulate how the desire (wants and needs) for foreign goods and new trade routes led countries to explore new lands resulting in cultural, biological, and economic exchanges (e.g., animals, plants, culture, diseases, technology and ideas).	
Teacher Note:	<p>Have students consider both the positive and negative aspects of the interactions among the Europeans and native cultures in the New World.</p> <p>Students may think about the following interesting fact: Before the Columbian Exchange, there were no oranges in Florida, no bananas in Ecuador, no tomatoes in Italy, no potatoes in Ireland, no coffee in Colombia, no pineapples in Hawaii, no cattle in</p>

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	Texas, no donkeys in Mexico, no horses on the American continent (e.g., The Plains Indians didn't always have horses).	
Generalization Connection(s):	Economic desires to fulfill both wants and needs can often drive decisions to migrate Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms)	
Teacher Resources:	<p>Hawke, S. and Davis, J. <i>Seeds of Change: The Story of Cultural Exchange after 1492.</i> http://www2.palomar.edu/users/scrouthamel/colexc.htm (The Columbian Exchange) http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange (Essay on the Columbian Exchange from the Gilder Lehrman Institute) http://www.darke.k12.oh.us/curriculum/SocialStudies/Columbian%20Exchange3.pdf (Sample lesson plan) http://channel.nationalgeographic.com/channel/videos/deadly-mutation/ (A short National Geographic video focusing on the demise of the Aztecs under Spanish rule) http://home.earthlink.net/~mrstephenson_history/Unit-02/ColumbianExchangeMapActivity.html (Columbian Exchange map activity) http://www.palmbeachschools.org/multicultural/documents/10sscolumbianexc.pdf (Columbian Exchange lesson plan) http://www.eduplace.com/graphicorganizer/pdf/4column.pdf (Four column chart graphic organizer)</p>	
Student Resources:	<p>http://www2.palomar.edu/users/scrouthamel/colexc.htm (The Columbian Exchange) http://public.gettysburg.edu/~tshannon/hist106web/site19/ (Causes and Effects of the Columbian Exchange) http://www.accessexcellence.org/RC/Ethnobotany/page5.php (Foods that Changed the World) http://www.foodtimeline.org/ (The Food Timeline)</p>	
Assessment:	<p>Students create a 4 column chart to include: crop, country of origin, where the crop travelled, and the changes that occurred in the new location as a result of the introduction of the new crop – this chart should be completed during the online activity listed below. http://www.eduplace.com/graphicorganizer/pdf/4column.pdf (Four column chart graphic organizer) Track a crop from the New World to the Old World and identify its impact on at least three different regions. http://www.pbs.org/kcet/when-worlds-collide/education/lesson-5.html (When Worlds Collide online activity from PBS)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use visual representations of maps and goods traded in the Columbian exchange http://www.pbs.org/kcet/when-worlds-collide/education/lesson-5.html (When Worlds Collide online activity from PBS)	Students may use images that illustrate items traded in the Columbian exchange from their geographic regions
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pbs.org/kcet/when-worlds-collide/education/lesson-5.html (When Worlds Collide online activity from PBS) http://www.learnnc.org/lp/editions/nchist-twoworlds/1866 (The Columbian Exchange)	Students may create a menu of their favorite meal. Next, identify where the ingredients for the meal came from, potentially, a result of the Columbian Exchange. Finally, reflect on the impact of the Columbian Exchange on eating habits today
Critical Content:	<ul style="list-style-type: none"> • Cultural and economic exchanges/interactions that occurred as a result of the Columbian Exchange between European explorers and Native Americans • The positive and negative effects/changes that occurred as a result of the Columbian Exchange such as the spread of diseases 	

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Key Skills:	<ul style="list-style-type: none"> • Discuss the effects of the interactions between native and non-native cultures • Explain migration, trade, and cultural patterns that result from interactions related to discovery, exploration and migration
Critical Language:	Exchange (cultural, biological, economic), Columbian Exchange, economy, needs, wants, preservation, origin, trade routes

Learning Experience # 5		
The teacher may provide primary and secondary sources (e.g., personal accounts from explorers, sailors, and European leaders; maps of exploration routes; and maps of the world prior to and after the Age of Exploration) so that students can examine the primary objective(s), route(s), and result(s) of the voyage(s) completed by European explorers.		
Generalization Connection(s):	Economic desires to fulfill both wants and needs can often drive decisions to migrate Regional resources frequently motivate migration patterns of groups and individuals	
Teacher Resources:	http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html (Interactive exploration map) http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html#docs (Primary Source documents from the Age of Discovery) http://jb-hdnp.org/Sarver/Maps/ah02_europeanexplorersm.jpg (Map of European exploration of the Americas) http://www.phschool.com/atschool/ahon/history_interactive/mvl-1021/common_player.html (Interactive map of early voyages of exploration 1492-1609) http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)	
Student Resources:	http://www.enchantedlearning.com/explorers/1500a.shtml (Brief biographies of explorers from the early 16 th century) http://www.phschool.com/atschool/ahon/history_interactive/mvl-1021/common_player.html (Interactive map of early voyages of exploration 1492-1609) http://mrnussbaum.com/explorers/explorersflash2 (Age of Exploration Explorers)	
Assessment:	Each student will research an explorer and add to the interactive timeline created in Learning Experience #2 depicting each major European explorer during the Age of Discovery defining the date, destination, route, and result of the voyages.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be given the name of an explorer with a significant amount of information available Students may use audio books/resources about an explorer	Students may complete a 5 W's and an H graphic organizer. https://www.teachervision.com/tv/printables/5WH.pdf (Who, What, When, Why, and How graphic organizer)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use research on their explorer to add information specific to the effects of an explorer's discovery on native populations
Critical Content:	<ul style="list-style-type: none"> • Explorers of the Age of Discovery (e.g., Coronado, Sebastian, Magellan, Cabot, Dias, Cortes, Hudson, de Gama, Columbus, etc.) 	

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Key Skills:	<ul style="list-style-type: none"> • Use various maps and other geographic tools to identify, locate and describe geographic information correctly • Conduct research on an explorer and identify relevant details for the timeline
Critical Language:	Perspective, exploration, Age of Discovery, trade routes, wants, needs, resources

Learning Experience # 6

The teacher may provide political cartoons, images, and/or journal entries depicting the arrival of and interactions between explorers and native peoples so that students can explore the implications (impact/changes on the cultural/traditional patterns) of those initial interactions.

Generalization Connection(s):	Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms)	
Teacher Resources:	http://www.loc.gov/exhibits/exploring-the-early-americas/explorations-and-encounters.html (Exploring the Early Americas: Explorations and Encounters from the Library of Congress) http://www.loc.gov/pictures/resource/cph.3c04362/ (Image of interaction between explorers and the Inca) http://henrydombiteher.blogspot.com/2011/11/national-day-of-mourning.html (Political Cartoon of Interaction Between Native Americans and Settlers) http://www.nationalarchives.gov.uk/documents/education/native-north-americans.pdf (National Archives(UK) scroll down a bit to find journal entry) http://www.geographictravels.com/2011_10_01_archive.html (The arrival of Europeans in the New World) http://www.landofthebrave.info/ponce-de-leon-facts.htm (An interaction between Ponce de Leon and native peoples – scroll down the page to the image) http://homepage.eircom.net/~pharan/whiteman.html (Image of Columbus meeting Native Americans) http://www.loc.gov/rr/hispanic/guide/encameri.html (Primary sources of encounters in America from the Library of Congress) http://www.nps.gov/nr/twhp/wwwlps/lessons/66gran/66facts2.htm (The Coming of the Spaniards – reading) https://www.boundless.com/image/storming-of-the-teocalli-by-cortez-and-his-troops/ (Image of the Storming of the Teocalli by Cortez and his Troops)	
Student Resources:	http://www.landofthebrave.info/american-history-of-early-explorers.htm (Explorers of the Americas) www.toondoo.com (Create cartoons and comics online) http://www.youtube.com/watch?v=bSmQp0DLKeU (How to create a political cartoon) http://www.funnytimes.com/playground/ (Create a cartoon online)	
Assessment:	Students will create a cartoon that illustrates their predictions of the positive and negative consequences of the interactions between explorers and native peoples in the New World.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a list of possible consequences that to choose from in order to predict the resulting consequences	N/A

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write about a real world interaction they have had or witnessed and the consequences of that experience (e.g., the combining of two families through a new marriage, starting at a new school or organization, etc.)
Critical Content:	<ul style="list-style-type: none"> Initial encounters among European explorers and native peoples (e.g., Aztec, Incas, Maya, Powhatans, etc.) 	
Key Skills:	<ul style="list-style-type: none"> Primary source analysis of political cartoons and journal entries Predict implications of initial encounters 	
Critical Language:	Cultural encounters, traditions, diverse groups, culture, social norms, political cartoon, identify, analyze	

Learning Experience # 7	
<p>The teacher may provide primary and secondary sources (e.g., maps showing lands claimed by European countries, documents showing claims to land) so that students can analyze how European rivalries on exploration, the sense of urgency to claim land in the New World, and the flood of people racing to claim land, led to conflicts over land ownership.</p>	
Generalization Connection(s):	<p>Regional resources frequently motivate migration patterns of groups and individuals Economic desires to fulfill both wants and needs can often drive decisions to migrate</p>
Teacher Resources:	<p>http://www.loc.gov/exhibits/british/brit-1.html (Exploration and Settlement from both the British and American points of view from the Library of Congress)</p> <p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u2/index.html (Interactive map of North America showing what countries claimed what areas)</p> <p>http://jb-hdnp.org/Sarver/Maps/ah02_europeansettlementm.jpg (European Settlements in the Americas)</p> <p>http://online.missouri.edu/exec/data/courses/8223/public/lesson03/lesson03.aspx (Lesson plan on the consequences of European Exploration in North America)</p> <p>http://www.sitesalive.com/hl/tg/private/htgReasons.htm (Reasons for Settling in the New World)</p> <p>https://coachnicoletti.wikispaces.com/file/view/dl_amazing_race_gr8.pdf (A disciplinary literacy activity entitled, “The Amazing Race”)</p> <p>http://my.hrw.com/nsmedia/intgos/html/PDFs/ConceptEvent_Map.pdf (Concept/Event graphic organizer)</p>
Student Resources:	<p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u2/index.html (Interactive map of North America showing what countries claimed what areas)</p> <p>http://jb-hdnp.org/Sarver/Maps/ah02_europeansettlementm.jpg (European Settlements in the Americas)</p> <p>http://www.atlasofbritempire.com/Age_of_Exploration.html (Empires in North America 1660 – Scroll down page to find map)</p> <p>http://mrnussbaum.com/13colonies/13regions/ (Information on the regions of colonial America)</p>

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Assessment:	Students will complete a concept/event graphic organizer (see teacher resources) for each European country (England, Spain, Portugal, and France) claiming land in the Americas; explain the “5 W’s and H” for each European country in their quest to claim land in the Americas. NOTE: Teachers may also have students describe the main differences between three different European countries’ motivations for exploration in a 3-5 paragraph essay.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may complete the graphic organizer visually to illustrate the differences among countries’ reasons for exploration Students may be allowed to describe the differences between two European countries’ reasons for exploration Students may be provided the opportunity to dictate the essay
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add a persuasive element to their essay, arguing against their King’s reasons for claiming land in the New World
Critical Content:	<ul style="list-style-type: none"> • Motives for exploring and claiming land in the Americas • The outcomes (potential conflicts, etc.) of claiming land already occupied by native peoples • The potential conflicts among European nations over claimed land and resources • The countries that claimed land in the Americas: France, Spain, England, Portugal 	
Key Skills:	<ul style="list-style-type: none"> • Draw conclusions about the conflicts that erupted over exploration and land claims • Engage in the writing process to develop an essay (Topic, Organization, Revise/Edit, Final Copy) 	
Critical Language:	Exploration, regional resources, England (Britain), Spain, France, New World, Europe, conquest, colony(ies), rivalry	

Learning Experience # 8	
The teacher may provide maps (e.g., physical, resource, physical regions, climate) so that students can examine the regions, resources, climate, and physical features of the east coast of North America specifically those lands claimed by England.	
Generalization Connection(s):	Regional resources frequently motivate migration patterns of groups and individuals
Teacher Resources:	http://www.learnnc.org/lp/media/uploads/2008/07/smith_map_of_virginia.jpg (Map of the Virginia colony) http://upload.wikimedia.org/wikipedia/commons/a/a6/Roanoke_map_1584.JPG (Roanoke map, 1584) http://www.history-map.com/picture/003/England-1600s-New-in.htm (New England in the 1600’s)
Student Resources:	http://www.atlasofbritempire.com/Age_of_Exploration.html (Empires in North America 1660 – Scroll down page to find map) http://mrnussbaum.com/13colonies/13regions/ (Information on the regions of colonial America)
Assessment:	Students will act as a scout for King Henry VII. They have the responsibility of documenting the resources, climate, etc., of England’s newly claimed land on the east coast of North America. They are to decide which area, based on the available regional resources, physical features of the land, and climate, would be best to start a settlement. They’ll write a letter back to King Henry VII

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	detailing their recommendations.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be given the text or a reduced passage of a primary source to help facilitate translation	Students may create a list of available resources from a specific region
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://chnm.gmu.edu/tah-loudoun/blog/lessons/differences-among-colonial-regions/ (Differences among the colonial regions)	Students may include within the letter to King Henry VII, a comparison of two different regions persuading the King to choose one
Critical Content:	<ul style="list-style-type: none"> • The geography of the Atlantic Coast • Renewable/Nonrenewable resources along the Atlantic coast • Regional Climate (humidity, precipitation, temperature) 	
Key Skills:	<ul style="list-style-type: none"> • Use various maps and other geographic tools to identify, locate and describe geographic information correctly • Engage in the writing process to draft a letter (Organize, plan, revise, and edit to complete a final written product) 	
Critical Language:	Regional resources, physical features, regions, climate, renewable/nonrenewable, land claims	

Learning Experience # 9		
The teacher may provide both physical and natural resource maps of the east coast of North America so that students can examine the relationship between the sustainability of the first English colonial settlements and their physical location (e.g., landforms, features).		
Generalization Connection(s):	Migration and interactions of diverse groups require individuals to adapt as a means of survival Regional resources frequently motivate migration patterns of groups and individuals	
Teacher Resources:	http://www.timemaps.com/history/usa-1648ad (World History Timeline Maps: The English Colonies) http://jb-hdnp.org/Sarver/Maps/us_history_maps.htm (A listing of maps that includes maps specific to the colonial areas by region) http://jb-hdnp.org/Sarver/Maps/colonial_products_and_trade.jpg (Colonial Products and Trade) http://www.loc.gov/teachers/classroommaterials/lessons/tinker/ (Geography and Its Impact on Colonial Life from the Library of Congress) http://web.wm.edu/hsi/cases/jamestown/jamestown_teacher.htm (Historical Scene Investigation: What Caused the Failure of the Jamestown Colony in 1610?) http://www.loc.gov/rr/print/list/picamer/paSettle.html (Images of settlement and colonial life from the Library of Congress) http://donnayoung.org/homeschooling/games/game-boards.htm (Game-board and card-templates)	
Student Resources:	http://www.timemaps.com/history/usa-1648ad (World History Timeline Maps: The English Colonies) http://www.socialstudiesforkids.com/graphics/13mapnew.htm (Interactive map of 13 colonies) http://web.wm.edu/hsi/cases/jamestown/jamestown_student.htm (Historical Scene Investigation: What Caused the Failure of the Jamestown Colony in 1610?)	

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	http://www.teachingushistory.org/lessons/col_his_bg_notes.html (British colonization in the New World) http://donnayoung.org/homeschooling/games/game-boards.htm (Game-board and card-templates)	
Assessment:	Students will create a board game that demonstrates the challenges a group of colonists might face, what situations they might encounter, and how they might adapt to their new environment in order to survive, and how the importance of landforms and physical features of the colonial settlements contributed to the sustainability of the settlement.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with sample questions for use in their board game	Students may complete their board game using a template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be encouraged to add detail reflecting depth of knowledge	Students may develop questions for use with their game board
Critical Content:	<ul style="list-style-type: none"> • The challenges faced by the very first colonists as they try to survive in the New World • The early settlements in the New World (successes and failures) - Roanoke, Plymouth, Jamestown, New Amsterdam, New Orleans 	
Key Skills:	<ul style="list-style-type: none"> • Read and synthesize information from graphs, maps, and charts 	
Critical Language:	Settlement, preservation, migration, sustainability, decision making, adaptation, survival, challenges, regional resources, colony	

Learning Experience # 10		
<p>The teacher may provide primary and secondary sources (e.g., letters, political proclamations, maps of the territorial growth of the colonies) and charts (e.g., population data) so that students can discern how differences in beliefs and values (e.g., religious intolerance, political oppression) ignited the desire to migrate to the newly claimed lands in the New World and the need for political power of the “motherland” influenced a growing population in the new land.</p>		
Generalization Connection(s):	Differences in beliefs and values can promote the desire for migration Regional resources frequently motivate migration patterns of groups and individuals Economic desires to fulfill both wants and needs can often drive decisions to migrate	
Teacher Resources:	http://www.novelguide.com/reportessay/history/american-history/reasons-english-immigration-north-american-colonies (Reasons for Migrating to the North American colonies) http://www.loc.gov/exhibits/religion/rel01.html (<i>America as a Religious Refuge</i> from the Library of Congress) http://en.wikipedia.org/wiki/Demographic_history_of_the_United_States (Census and population data and maps for the colonies - scroll down to “Estimated Population of American Colonies 1620 to 1780”) http://www.gilderlehrman.org/history-now/essays/african-immigration-colonial-america (African Immigration to Colonial America from the Gilder Lehrman Institute of American History) http://thomaslegion.net/population_of_the_original_thirteen_colonies_free_slave_white_and_nonwhite.html (Population data for the 13 Colonies)	

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	http://www.learner.org/biographyofamerica/prog03/maps/page02.html (The English Colonies, to 1750)	
Student Resources:	www.readwritethink.org/files/resources/interactives/Printing_Press/ (Template for digital brochure) http://thomaslegion.net/population_of_the_original_thirteen_colonies_free_slave_white_and_nonwhite.html (Population data for the 13 Colonies)	
Assessment:	Students will develop a digital brochure advertising the New World that would ignite a desire amongst those in Europe to migrate to the New World. The brochure may include the location of a new colony, climate, religious freedoms, etc.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a series of images that could be used when creating the brochure https://www.pdesas.org/module/content/resources/22512/vi-ew.ashx (This lesson provides a simple printable brochure template)	Students may complete a pencil/paper brochure
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include hyperlinks in the digital brochure
Critical Content:	<ul style="list-style-type: none"> • The religious reasons for leaving England • The economic reasons for migrating to colonial America • The political motivations for leaving England • The types of migration (voluntary and involuntary) • Early settlements in the New World such as Jamestown, Roanoke, St. Augustine, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Search the internet and assess the reliability of information available on web sites • Gather relevant information from the Internet • Integrate visuals with other information into a digital brochure • Read and synthesize information from graphs, maps, and charts 	
Critical Language:	Migration patterns, culture, immigration, immigrant, oppression, values, beliefs, economic benefits, Christianity, Puritans, Pilgrims, England, settlement, religious intolerance, political oppression, migration, debt, drive(motivation), resources, indentured servant	

Learning Experience # 11	
The teacher may provide primary and secondary sources (e.g., journal entries, political cartoons, eyewitness accounts) illustrating interactions between the Native Americans and the colonists, so that students can investigate how those relationships evolved from amicable to infringement and the cultural changes that occurred for both groups.	
Generalization Connection(s):	Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms) Migration and interactions of diverse groups require individuals to adapt as a means of survival Differences in beliefs and values can promote the desire for migration
Teacher Resources:	http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/ (Virginia's

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	<p>Early Relations with Native Americans from the Library of Congress) http://www.eyewitnesstohistory.com/18frm.htm (Eyewitness accounts of events in the 18th century – including interactions between Native Americans and colonists) http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/ (Primary Source Set of Thanksgiving from the Library of Congress) http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/ (Virginia’s Early Relations with Native Americans) http://teachinghistory.org/nhec-blog/23572 (First Thanksgiving political cartoon) http://www.nationalarchives.gov.uk/documents/education/native-north-americans.pdf (Initial encounters journal entry - scroll down to find entry) http://www.virtualjamestown.org/fhaccounts_date.html (First person accounts from Jamestown) http://www.britannica.com/blogs/2010/11/thanksgiving-day-from-pilgrims-to-the-tsa-picture-essay-of-the-day/ (Image of the First Thanksgiving) http://www.prezi.com (Prezi)</p>	
Student Resources:	<p>Bruchac, J. (2000) <i>Crazy Horse’s Vision</i>. New York: Lee & Low Books. http://www.safesearchkids.com/ (Safe search for images on the Internet) http://primaryschoolict.com/ (Safe search for images on the Internet) http://www.kidclicks.org/safe-search-images.html (Safe search for images on the Internet) http://www.prezi.com (Prezi)</p>	
Assessment:	<p>Students will create a Prezi showing how the interactions between Native Americans and colonists changed over time, why they changed, and how the cultural behaviors and existing traditions of each group changed.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Access (Resources and/or Process)</p> <p>Students can be assigned a specific role within the group that plays to his/her strengths, such as finding the necessary websites or bookmarking sources, finding images to add, typing, or designing the format of the Prezi, etc.</p>	<p>Expression (Products and/or Performance)</p> <p>N/A</p>
Extensions for depth and complexity:	<p>Access (Resources and/or Process)</p> <p>N/A</p>	<p>Expression (Products and/or Performance)</p> <p>Students may incorporate more components into the Prezi such as video clips, voice clips, hyperlinks etc. that demonstrates depth of knowledge</p>
Critical Content:	<ul style="list-style-type: none"> • The impact of the introduction of Europeans into Native American lives • How the colonists adapted to and altered the environment • Changes to the lives of Native Americans brought about by the introduction of disease, alcohol, guns, etc. • The changes to the lives of the colonists as a result of the support provided by the Native Americans • The Native American tribes that interacted with the colonists such as: Wampanoag, Algonquin, Iroquois 	
Key Skills:	<ul style="list-style-type: none"> • Successfully navigate through the process of creating a Prezi • Provide a list of sources used for the Prezi • Gather relevant information from the Internet and the library 	

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	<ul style="list-style-type: none"> • Explain how groups and individuals contribute to diversity in the United States • Identify outcomes of the interactions of native and non-native cultures
Critical Language:	Tribes, interactions, interdependence, colonist, trade, survival, adapt, environment, disease, cultural traditions, religion, diverse groups, perspective, traditional patterns, cultural patterns, assimilation, preservation

Learning Experience # 12		
The teacher may provide maps (from the Learning Experiences), and documents such as colonial charters so that students can examine the various ways in which the 13 colonies in North America were established and became sustained communities.		
Generalization Connection(s):	Regional resources frequently motivate migration patterns of groups and individuals Migration and interactions of diverse groups require individuals to adapt as means of survival	
Teacher Resources:	http://www.landofthebrave.info/american-history-of-colonial-times.htm (Image of the Pilgrims arriving in the New World) http://tinyurl.com/lgxgwn (Image of Jamestown settlement) http://tinyurl.com/lknygde (Primary sources quotes on the establishment of the 13 English Colonies) http://avalon.law.yale.edu/subject_menus/statech.asp (Charters of all the colonies) http://www.virginiaplaces.org/boundaries/charters.html (Boundaries and Charters of Virginia) http://www.nationalcenter.org/SettlementofJamestown.html (The Settlement of Jamestown by Capt. John Smith)	
Student Resources:	http://www.timepage.org/spl/13colony.html (Founding of the American Colonies) http://tinyurl.com/llothdf (Map of the English colonies in 17 th Century North America) http://www.socialstudiesforkids.com/graphics/13mapnew.htm (Interactive map of the 13 colonies) http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm (The 13 American Colonies – article)	
Assessment:	Students will create a poster that represents one of the 13 colonies. The poster should include: the location, founder, date founded, the climate, the economy, the types of jobs available, reason for settlement, and region (New England, Middle Colonies, or Southern Colonies).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with shorter versions of the primary source texts Students may work with a partner to complete the poster	Students’ posters may include images and text
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://infogr.am/ (Digital poster/Infographic) http://www.glogster.com/ (Glogster for creating digital posters) http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	Students may create a digital poster
Critical Content:	<ul style="list-style-type: none"> • The financing of some of the colonies through such companies as the London Company, etc. • The economy, local government, geographic location, etc. of the 13 colonies • The factors that established and shaped the colonies 	

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Key Skills:	<ul style="list-style-type: none">• Gather relevant information from the Internet and the library• Analyze primary and secondary sources to gather information• Use various geographic tools to identify the physical and cultural regions of colonial America• Compare and contrast the characteristics of the 13 colonies
Critical Language:	Climate, economy(ies), region, government, colony, founder, charter, industry, motivation, market, trade