

Instructional Unit Title: The Melting Pot?

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.

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.

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.

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).

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.

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.

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).

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.

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.

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.

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.

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.

PERFORMANCE ASSESSMENT: The Smithsonian Museum has hired your team of experts to create a traveling exhibit entitled, *The Melting Pot* 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.