

EARLY EUROPEAN AND ENGLISH SETTLEMENTS

Unit 2

Abstract

The geography of North America has influenced the cultural and economic development of the 13 colonies by region. Taking special consideration of the New England, Middle and Southern colonies, students learn that the southern colonies tended to specialize in agriculture (hence the reliance on slavery) while the northern colonies tended to be more industrial. Migrants moved throughout the colonies) for economic and political reasons. Hunters and Gatherers also migrated through the colonies (and westerly past the Appalachian Mountains) for survival purposes. In North Carolina, geography played a key role in the development of the state while each region (Coastal, Piedmont and Mountain) specialized in different economic and housed many different interacting cultures (such as British, colonists and American Indian).

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| **Unit Title: Early European and English Settlements** | | | **Conceptual Lens(es):**  History, Civics & Government/ Economics/ Geo. Environment/ Culture | | |
| **Unit Compelling Question** | How did Native Americans adapt to their surroundings and Early European explorers? | | | | |
| **Unit Outline Of Standards With Topics Covered** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
| 5.H.1 Analyze the chronology of key events in the United States.  -5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). | 5.C&G.1 Understand the development, structure and function of government in the United States.  -5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).  -5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.  5.C&G.2 Analyze life in a democratic republic through the rights and responsibilities of citizens.  -5.C&G.2.1 Understand the values and principles of a democratic republic.  - | 5.E.1 Understand how a market economy impacts life in the United States.  -5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction. | 5.G.1 Understand how human activity has and continues to shape the United States.  -5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.  - 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.  - 5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.  -5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). | 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.  -5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.  - 5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.  -5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.  -5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups |
| **Generalizations And Essential Questions** | **Interactions between different cultural groups are often shaped by differing perceptions**   * Why did the Early European explorers come to the Americans? * What challenges faced the first English colonies? * What was the impact of slavery on Africans? * What was the value of European explores finding a trade route to Asia? * How did the Early English Settlers justify their actions to develop settlements in the Americas? * Why did Europeans initially come to West African? | **The United States government borrowed and adapted the idea of self-governments that often lead to debates ultimately resulting in governments addressing basic needs of the people.**   * What was the Mayflower Compact? * What roles did Africans Kings play in the slave trade? * What facts about Jamestown make it a democracy? * How did the various kingdoms in Africa make it possible for the slave trade to exist? | **The achievement of a nation's goals are often tied to its economic decision-making which impacts production, specialization, technology and division of labor on the Nation’s economy.**   * Why were the Spaniards eager to find new trade route? * What was the dilemma African’s faces in the 1500’s? * What countries benefited most from the Age of Exploration? * What did countries gain from the slave trade? | **Physical environment dictates settlement patterns, and impact the way people meet basic needs.**   * What did explores take to and from the New World during the Age of Exploration? * How did exploration of the Americas lead to settlements? * Why did traders travel to West Africa? * How did technological advances help sailors at sea? * What challenges faced the first English colonies? * How did traders justify the sale of Africans? | **Movement of goods, ideas and diverse cultural groups influenced the development of regions in the United States.**   * How did Africans adapt to life in the Americans? * What role did religion play for the Spanish Explores? * How did English Explores incorporate lessons from Native Americans to survive? * What did Africans do to maintain some of their African Culture? |

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| **Critical**  **Content** | **Students should know:**   * When the Age of Exploration began. * What instruments used to help Explores travel to the New World * Why Explores wanted to explore the New World * Who were the “conquistadors”. * What contributions European Explorers had on trade routes to the Americas. * The three early English Settlements. * Which early English settlement was the most successful? * The locations of the three English colonial regions * What dilemma Africans faces in the 1500’s * What were the details of the Middle Passage * How Africans kept their culture alive during hardships. |
| **I Can Statements…** | **Students should be able to state I can…**   * Identify the lands claimed in the western hemisphere by European countries during the exploration of the New World. * Explain the successes and failures of early settlement of America. * Label the countries of the explorers who contributed to the exploration and colonization of the Americas * Provide evidence from sources to differentiate between primary and secondary sources. * Interpret and explain historical passages by providing evidence to support the explanations. * Identify how daily life in the colonies varied upon cultural backgrounds * Analyze how technology has contributed to international trade * Create tables, bar graphs, line graphs and pictographs to better represent and interpret data. * Compare and contrast region’s physical environments that affected settlement patterns in the New World. * Collect and interpret historical data from a variety of sources. * Formulate historical questions derived from a variety of sources. |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| * New World * Explorers * The Americas * Cash Crop * Archaeologist * Compass * Disease * East Indies * Colonies * Settlement * Democratic * Slave trade * Dilemma * Middle Passage * Overseer * Economies * Ally * Plantation * Industries | * Astrolabe * Protestant * Catholic * Nation-State * Conquistadores * Contagious Disease * Motives * East-Indies * Marsh * Mayflower Compact * West Indies * Assembly * Grant * Apprentice * Indentured Servants * Triangular Trade * Slave Auction * Overseer | * Age of Exploration * Magnetic Field * Navigational Charts * Spanish Armada * Northwest Passage * Columbian Exchange * Tenochtitlan * Marsh * Kingdoms * Griot * Spirituals * El Mena * Factors * Factories |

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| Key People: | * Queen/KIng of Spain * Christopher Columbus * John Cabot * Juan Ponce de Leon * Hernan Cortez * Jacques Cartier * Francisco de Coronado * Henry Hudson * Robert de La Salle * Sir Walter Raleigh * John Smith * John White * William Bradford * Powhatan | | * Pocahontas * Squanto * Massasoit * King Philip * John Winthrop * Slave Traders * Overseers * Factors * Factories * Griot |
| Notable Events: | * Age of Exploration * Religious War in Europe * Conflict between Britain and Spain * Spanish Armada * Lost Colony of Roanoke * Jamestown Settlement * Plymouth Settlement * King Philip War * New England Colonies * Middle Colonies | | * Southern Colonies * Slave Trade * West African Dilemma * Triangular Trade * Middle Passage * Slave Auctions |
| Notable Documents and nonfiction Text: | * Astrolabe * [Mayflower Compact](https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact) * Compass * [Spanish Armada](http://collections.rmg.co.uk/mediaLib/374/media-374477/large.jpg) * Ft. Caroline * European Claim in the New World 1492-1750 * Map of Jamestown Settlement | | |
| Learning Connections: | | | |
| *Before Topic is taught (prior learning):* | | ***After Topic is taught (anticipated learning):*** | |
| * Analyze multiple sources from varying points of view. (Exploration from an European Explorer perspective, from an American Indian perspective) * Evaluate relationships (beliefs, fears, leadership) between American Indians and European Explorers. * Analyze American Indian groups before and after European explorers (leadership, culture, everyday life). * Compare and contrast the three colonial regions. * Explain the events that lead to exploration. * Explain how geographic, political, and economic factors influence settlement. | | * This topic should make clear to students the concepts of economic opportunity and religious freedom as they provided the basis for colonization. This foundation will be woven through later topics such as the French and Indian War, Revolutionary War and Spanish American War. | |

**Sample Questions Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | When was the Age of Exploration? | Why motivated Early European explorers to travel to the New World? | Did the Magna Carta help shape the colonists framework of the Mayflower Compact? Why or why not? | Why colonists did chose to use Africans instead of Native Americans for majority of their labor needs in the New World? |
| **Understand** | Who were the different European Explorers, and where were their countries of origin? | What were the routes of exploration each explorer took? | Compare and contrast the three early English Settlements. What made one more successful than the others? | Explain the role and impact African tribal leaders had in the sale of other Africans during the slave trade. |
| **Apply** | How did technology affect the Age of Exploration? | What would the outcome of the Early English Settlements be if Native American did not assist them? | What facts would you gather to support the reasons Europeans risked their lives to come to the New World? | What evidence can you find to support that social status in the New World was a direct result of the division of labor? |
| **Analyze** | Why did most of the European Explorers come from Spain? | How did the Columbian Exchange affect the growth of good and services throughout the World? | What comparisons can you draw between the leadership of John Rolfe and Sir Walter Raleigh? | Suppose you were an African child making your way through the Middle Passage. What would you do to survive and make sure your family survives? |
| **Evaluate** | What role did Native Americans have during the Age of Exploration? | What examples would you cite to support the improvement of Europeans diets when they came to the New World? | Analyze the relationship between Catholics and Muslims in Spain in the late 1500’s. | In what ways were the Puritans like the King and Queen of England in the treatment of Anne Hutchinson? |
| **Create** | Based on the settlement of Roanoke propose three theories of what you think happened to the missing colonist. Provide evidence to support your theories. | Determine how westward movement of hunters and gatherers impact the relationship of the Britain with other colonizing nations. | Can you propose an alternative plan would have allowed for another ethnic group besides West African’s to be used in the American Slave Trade? | What document based question could you create that would support an unbiased analysis of the rights of Africans and Native Americans in the Americas? |

**Sample Learning Activities Connected to Unit Literacy**

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|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Create an annotated timeline on the major events occurring during the Age of Exploration. * Annotated a daily timeline of events in students’ lives to illustrate how historians approach chronological thinking. * Use modern technology (google maps) and plot the time in days and months it took Africans to travel in poor conditions in the Triangular Trade.   (CR, A, SPL, P, W) | | * Choose one or two documents or pictures from the Unit to quickly engage students, and spark conversations. * Create a flip chart highlighting the personal background, sponsorship, motives, dates routes, and impact each Early European Explorers had in the New World. * Compare and contrast the voyage of the Pilgrims on the Mayflower to the transportation of Africans to the new world. | | * Choose representative primary source works of art (paintings, sculpture, architecture) and ask students to analyze the importance of the technology (ex. Maps, tools,) to early exploration in America and the impact/influence on society today. * Provide a selection of documents for students to read that relate to the rise and/or fall of Jamestown Colony. | | * Compare and contrast the goals of religion impacted the relation between Columbus and Native Americans. * Compare and contrast the voyage of the Pilgrims on the Mayflower to the transportation of Africans to the new world. | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening/Conversations | | P = Pre-Writing | | W = Writing |

**Unit Resources**

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| Unit Number - 2  Unit Title – Early European and English Settlements [DC = Discovery Education video] | | |
| Resource Title | **Location** | **Summary** |
| Jamestown | <http://www.britannica.com/blogs/wpcontent/uploads/2009/05/jamestown.jpg> | Recreated Picture of the Jamestown Settlement |
| Plymouth | <http://www.histarch.uiuc.edu/plymouth/images/jfd12.jp> | Original map of Plymouth settlement |
| Mayflower Compact | <http://www.mayflowerhistory.com/PrimarySources/MayflowerCompact.php> | The Mayflower Compact with an explanation of the significance of the document. |
| Jamestown Government | <http://www.jamestown1607.org/democracy_v2.asp> | The first government of Jamestown explained |
| Indentured Servitude | <http://www.learnnc.org/lp/editions/nchist‐sampler/4424> | Story of an indentured servant in Virginia in the 1600’s |
| Early Spanish Explorers | <https://app.discoveryeducation.com/player/view/assetGuid/1018becd-b205-4166-8d76-739dda40f6c1> | (DE)) Enriched by the conquest of the Aztecs and Incas, King Charles V of Spain sent additional conquistadors to America. |
| Ponce de Leon lands in Florida | <https://app.discoveryeducation.com/player/view/assetGuid/ad24eb0e-30a2-4399-af83-65162d198d00> | (DE) Ponce de Leon was a Spanish Conquistador who came to the New World looking for gold and treasure. He landed on the coast of present day Florida and became fascinated in finding the fountain of youth. |
| The Lost Colony | <https://youtu.be/P24hapbHjKw> | Explains the settlement of Roanoke and the theories of what happened to the colonist. |
| The 13 Colonies | <https://youtu.be/4ScZh2-QLOE> | Detailed matrix of three colonial regions. (similar to the one in the 5th grade Social Studies book) Looks at the founders, economy, government, and geography. |
| Slavery | <https://youtu.be/Jc1RbUxQv4E> <https://youtu.be/YPXHrMDvBm0> <https://youtu.be/MZkpU_ioRKw> | Three part series that explains some of the origins of slavery and the impact on Africans and the Americans. |
| Slave Kingdoms | <https://youtu.be/D2q4xWylnfk> | Henry Gates, Jr. account of tracing his roots in African. He shows students locations where slaves were kept before they were loaded onto slave ships. |
| The Middle Passage | <https://youtu.be/HSJ9IqO1OJs?list=PLq4aHNnQemYcxYSfZf8BGEQD6j3vvQO1P> | Birmingham school kids get a chance to see what it was like to be on a slave ship. |