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Colonization: Evaluating the right of groups to settle other lands [8th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Colonization: Evaluating the right of groups to settle other lands

Grade Level: 8th (Can be used for most secondary Social Studies, if correct TEKS are applied)

Subject/Topic Area(s): Social Studies

Designed By: E. Alexandra Hunt

Time Frame: 7-10 45 minute class periods

School District: KIPP San Antonio

School: KIPP Camino

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Brief Summary of Unit (Including curricular context and unit goals):

In this unit, students will briefly review geography, including vocabulary terms, reading maps and correctly labeling maps. They will learn and analyze motives for European exploration and settlement America in the 17th century. They will learn about the French, Spanish, English, Puritans, Pilgrims, Catholics and Quakers (why each group came and where they settled). Activities include learning geography through the Zombie Apocalypse, comparing and contrasting the motives for current refugee groups and historical ones, evaluating the best push and pull factors of the 17th-century Europeans and a competitive 'Claim the Classroom' simulation for colonization.

At the end of the unit, students will create a persuasive Prezi (online presentation tool) from the perspective of a European country. The goal of their presentation is to convince classmates to join their country on a ship to settle the New World.

This unit is designed to be taught at the beginning of the year in an 8th grade scope and sequence. It will set up the colonial regions and first governments in America.

Colonization: Evaluating the right of groups to settle other lands

Stage 1 – Desired Results

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877 A. identify the major eras and events in U.S. history through 1877, including colonization C. explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact</p> <p>8.2 History. The student understands the causes of exploration and colonization eras. A. identify reasons for European exploration and colonization of North America; B. compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p> <p>8. 10 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. A. locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</p> <p>8.11 Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. A. analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p> <p>8.23 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. A. identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; B. explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political belief</p> <p>8.25 Culture. The student understands the impact of religion on the American way of life. A. trace the development of religious freedom</p>	<p><i>Students will independently use their learning to...</i> Create a propaganda prezzi (online tool) advertising why there is a need for colonization of the New World.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i> - The need for a better life leads people to seek unknown opportunities. - Historic events impact the future/modern times. - Geography influences how and where people move. - There are multiple push and pull factors for why people move to the unknown.</p>	<p>Essential Questions Do persecuted groups have a right to claim other lands in order to save their way of life? How did geography influence the colonization of America?</p>
	Acquisition	
<p>Knowledge <i>Students will know...</i> VOCABULARY: colonize, 13 colonies, economy, charter, mercantilism, missionary, push factor, pull factor, migrate, immigrate, region, continent, country, state GEOGRAPHY: location of 7 continents and world oceans; location of U.S., Mexico, England, Spain, France and Canada IDEAS: push factors from Europe (religious persecution, lack of land opportunities), pull factors to America (curiosity, land and job opportunities, freedom of religion, creation of new government), 1607 founding of Jamestown,</p>	<p>Skills <i>Students will be able to...</i> Correctly read and label physical and political maps Make a claim and use historical examples to justify their answer Write from a specific point of view Compare and contrast current events with historical events Analyze maps, primary and secondary sources Identify bias and propaganda from sources</p>	

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> Geography Pre-Assessment, review of 6 th grade (includes labeling a map and listing 4 European countries)	
A	<p style="text-align: center;">Learning Activities</p> <p>Lesson 1 (45 minutes)</p> <ul style="list-style-type: none"> - Pre-Assessment 'Quiz' (10 minutes) - Hook: Zombie Outbreak video https://www.youtube.com/watch?v=vdtQgwOOiBg - Zombie Outbreak Interactive Map via Google Maps, http://www.mapofthedead.com/ - Teacher plays on simulation, asking leading questions as students fill out blank world map (from Houghton Mifflin Company) with oceans, continents and key countries (US, Mexico, Canada, Portugal, Spain, England, France) - Foldable using Geography 101 slideshow and zombie map. **Need 3 blank sheets of paper per pair of students. They should line up each piece of paper ½ inch above the previous one, to create tabs. Fold over to create 6 tabs. Then, cut each in half to have one per student** - Introduction of Apocalypse Migration Map **Need a class set of physical world map** - Exit Ticket: With partner, brainstorm and choose location for Apocalypse Migration Map <p>Lesson 2 (45 minutes)</p> <ul style="list-style-type: none"> - Warm Up: Frayer Model using words migrate and immigrate - Background: Read Zombie Apocalypse graphic novel from the Center for Disease Control, http://www.cdc.gov/phpr/zombies_novella.htm - Apocalypse Migration Map activity. Map and written paragraph need to be turned in. <p>Lesson 3 (45 minutes)</p> <ul style="list-style-type: none"> - Warm Up: video about Syrian refugees. Short write & discussion: What are push factors for this group? Do they have a right to settle somewhere else? - Notes: Push and pull factors of major European groups in the 17th century - ESP (Economic, Social, Political) Organizer in notebook with partners. They will categorize each 	Progress Monitoring (e.g., formative data)
A		Class Discussion/ Think, Pair, Share
A		
M		Check Exit Ticket
A		Check Vocab Warm Up
M		Grade map activity
A/M		Discussion
A		Check Notebook

M	<p>reason into these titles.</p> <ul style="list-style-type: none"> - Exit Ticket: Comparing the modern immigration arguments with 17th century immigration. 	Check Exit Ticket
A	<p>Lesson 4 (45 minutes)</p> <ul style="list-style-type: none"> - Warm Up: Frayer model for colonize 	Check Vocab Warm Up
A	<ul style="list-style-type: none"> - **Optional: 'Claim the Classroom' simulation game and debrief discussion. 	Grade Stations Notes
M	<ul style="list-style-type: none"> - Stations: Different social and religious groups that came to America and reasons why. Students will take guided notes using an organizer. 	
T	<ul style="list-style-type: none"> - Exit Ticket: Evaluating the best reason to move <p>Lesson 5 & 6 (90 minutes)</p> <ul style="list-style-type: none"> - Advertising Prezi Project: Instructions, demonstration and work time 	Summative Grade: Prezi
T/M	<p>Lesson 7 (45 minutes)</p> <ul style="list-style-type: none"> - 20 minutes: complete Prezi - 35 minutes: formative quiz 	Formative Grade: Colonization Quiz
M	<p>Lesson 8 & 9 (90 minutes) **optional**</p> <ul style="list-style-type: none"> - Presentations and peer rating 	**Optional Formative Grade: oral presentation