| **Grade 4 Unit 1 Settling the Colonies** | |
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| **Unit Overview** | |
| In this unit, the students will understand the various cultures, establishments, and settlements of North American colonies that were created as a result of interactions and contributions primarily by Native Americans, Europeans, and enslaved Africans. Students will explore how the British North American colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs. At the end of this unit, students will create a Prezi, or other product, to show what they have learned about how location impacts lifestyle. | |
| **Overarching Inquiry Question** | |
| How does where you live impact your lifestyle?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Themes** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * **Comparison**- Look closely at common and different characteristics * **Causation-** Analyze conditions that lead to a change * **Periodization**- Summarize major events within a time period and organize chronologically * **Contextualization-** Make connections between events and explain their impact locally and nationally * **Change and Continuity-** Identify how things change and stay the same * **Evidence:** Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. | |
| **Standard(s)** | |
| **Standard 1:** Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.   * **4.1.CO** Compare the interactions among cultural groups as a result of European colonization. This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups. * **4.1.CE** Identify the effects of changing economic systems on the diverse populations in British North America. This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean. * **4.1.P** Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies. * **4.1.CX** Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina. This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups. * **4.1.CC** Identify patterns of change and continuity in the development of economic systems in British North America. This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor development, shipping and trade, and slavery in the British colonies. * Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina. | |
| **I Can Statement(s)** | |
| * I can explain why European countries explored North America. * I can compare interactions among African Americans, Europeans, and Native Americans in European colonies. * I can describe the characteristics of the New England, Mid-Atlantic, and Southern colonies, including the political and economic systems, religions, and ways of life. * I can explain the effects of mercantilism and triangular trade on Native Americans, indentured servants, and enslaved Africans. * I can analyze how Africans, Europeans, and Native Americans contributed (politically, ethnically, and culturally) to the development of South Carolina. * I can analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will take to answer the Overarching Inquiry Question** | **Instructional Guidance** *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain why European countries explored North America.** | |
| * Students will research the basic reasons for settlement and colonization in North America by visiting [this webpage from DK History](https://www.factmonster.com/history/world/dk-history-exploration) and summarizing the key information. * Students will read Encounter by Jane Yolen and complete a Say, Mean, Matter to determine intent of European exploration. | * Be sure to guide students in their research to understand common reasons for moving to the colonies including freedom of religion, economic opportunities, and a better way of life. * If you are unfamiliar with this adaptable reading strategy, visit this [link](https://www.bespokeclassroom.com/blog/2019/9/2/a-twist-on-say-mean-matter) for some information about it. |
| * Students will complete the graphic organizer found [here](https://docs.google.com/document/d/1g_GLK-TD_CdMf0ZS270-jCqsFGGJRZpMUfVwgOBTGOg/copy) to show their understanding of the motivation for European exploration of North America. The link will ask you to make a copy. | * Have students show their understanding of the motives for European exploration. Teachers may introduce the concept of “God, Gold, and Glory” and explain the meaning of each. This can be tied to a discussion on why people move and the overarching question of the effect of location on one’s lifestyle. |
| **I can describe the characteristics of the New England, Mid-Atlantic, and Southern colonies, including the political and economic systems, religions, and ways of life.** |  |
| * Teacher will assist students with creating a [three-column chart](https://freeology.com/wp-content/files/threecolumnchart.pdf) with columns for each region and rows for political systems, economic systems, religions, climate, and way of life. * Students will analyze climate differences in the settlements to understand how it affected the colonists cultures, establishments, and settlements by reading articles provided by the teacher and summarizing the information for each region on their chart. | * Be sure to model reading strategies that students can use to gain information from any readings used. One strategy that teachers may use is annotation. You can find annotation strategies [here](https://www.waterford.org/resources/strategies-for-teaching-students-how-to-annotate/). * Be sure students organize their graphic organizer in a logical way to record the information from the article. |
| * Students will use a map to locate regions, compare natural resources and add information to their chart. * Students will use the information from their charts and infer how each region was affected by their climate. | * Be sure students understand geographical and cultural differences This will help them understand sectional differences later in American history. |
| * Students will use the article, [Colonial Governments](https://drive.google.com/file/d/13lYI8sRlzlA7jD9te5brO51LmrZD8X0W/view?usp=sharing), to understand different colonial economies and add information gleaned from the article to their three-column chart. | * Be sure to model reading strategies that students can use to gain information from the article. One strategy that teachers may use is annotation. You can find annotation strategies [here](https://www.waterford.org/resources/strategies-for-teaching-students-how-to-annotate/). |
| * Students will examine a [map](https://kids.kiddle.co/images/c/ca/Triangle_trade2.png) of the triangular trade. Students will analyze the map and use evidence to determine who benefits the most and who suffers the most from that particular trade pattern. | * Be sure to formatively assess student understanding of the brutality of this trade route and the economic impact it had on Africa and the colonies. |
| * Students will visit [this site](https://study.com/academy/lesson/mercantilism-in-the-colonies-lesson-for-kids.html) to read the information about mercantilism and create an infographic that presents the idea of mercantilism from the mother country and make an inference regarding the colony’s point of view. | * Be sure to model reading strategies that students can use to gain information from the article. One strategy that teachers may use is annotation. You can find annotation strategies [here](https://www.waterford.org/resources/strategies-for-teaching-students-how-to-annotate/). * Make sure students understand perspectives and impact of mercantilism on the development of agriculture, early industry, harbor development, shipping and trade, and slavery in the British Colonies. * Examples of Infographics can be found below:   + [Infographic Template #1](https://docs.google.com/drawings/d/12aMVMNJxYBspm8WZ-B7predY2-zDAe3DF-EKRsJdnPc/copy)   + [Infographic Template #2](https://docs.google.com/drawings/d/1AbcLz-dnL4aCVHAppXrla_OcDFy8aQLNKF8CoNRxvT8/copy)   + [Infographic Template #3](https://docs.google.com/drawings/d/100EzYN_8s1f5PSgpHIJELF1THJMpLKU14228j6EgvkY/copy) |
| **I can analyze how Africans, Europeans, and Native Americans contributed (politically, ethnically, and culturally) to the development of South Carolina.** | |
| * Students will engage in a whole class discussion in which students talk about how it might feel if a stranger with different beliefs and attitudes moved into their home. * Students will learn about the cooperation and conflict with Native Americans using this PBS [video](https://wtvi.pbslearningmedia.org/resource/americanexperience27p-soc-alliance/wgbh-americanexperience-the-pilgrims-alliance-with-massasoits-people-and-the-first-thanksgiving/) and recording examples of both. * Students will highlight cultural differences between Native Americans and Europeans by charting the differences on a Venn Diagram. | * Students will need opportunities to discover that North America was populated when Europeans arrived and explore how that could lead to cooperation such as trading and conflict such as disputes over land ownership. |
| * Teachers will lead students in a Socratic Seminar to discuss how these differences contributed to conflict and cooperation. | * If you are unfamiliar with how to conduct a Socratic   Seminar, [ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) offers these suggestions. |
| * Students will read *The Middle Passage,* a [Kiddle](https://kids.kiddle.co/Middle_Passage) article and annotate the article to note the treatment of Africans. * Students will discuss the impact of the triangular trade on the southern colonies, emphasizing the forced migration of Africans. | Be sure students understand cultural contributions that enslaved Africans made to the colonies such as the Gullah Geechee language created when different African tribes were thrown together. |
| * Students will be able to describe the economic and political establishments in each of the major colonial regions including New England, Mid-Atlantic and Southern Colonies. Using a [three column chart](https://freeology.com/graphicorgs/three-column-chart/) at the start of this discussion will allow students to record their thinking and compare while learning about the colonial regions. Label columns according to the colonial regions. | * Be sure students highlight political structures, economic activities, religions, labor forces, etc. |
| * Students will create a Prezi to show what they know about how location impacted lifestyles in the colonial regions after learning about them. This relates back to the overarching inquiry question, “How does where you live impact your lifestyle?” | * Students will create a Prezi presentation to demonstrate their understanding of how location impacted lifestyles in the colonial regions after learning about them. Other examples of student products can be found [here](https://docs.google.com/document/d/1yIOR05XyjhjmO94gJVFwI7nPLGu8k7xqP2NzS7vTiNY/edit). * Be sure students tell you how geography played a role in the types of economic activities and culture that developed in each colonial region. |

**References**

**Additional Resources:**

* Book: The Story of the United States Worlds Collide in Early America: Beginnings through 1620 by Gail Terp
* Beanbody Histories Videos
* Book: The Story of the United States Colonization and Settlement in the New World: 1585-1763 by Pat McCarthy
* Book: Daily Life in US History Life in Colonial America by Julia Garstecki
* [Website with primary source documents on Colonial America](https://www.landofthebrave.info/important-documents-in-american-history.htm)
* [Website about Gullah Culture](https://www.knowitall.org/series/gullah-culture)