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

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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

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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	

Established Goals (e.g., standards)	
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 **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. **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 **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 **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 **8.25 Culture. The student understands the impact of religion on the American way of life.** A. trace the development of religious freedom	*Students will independently use their learning to…* Create a propaganda prezi (online tool) advertising why there is a need for colonization of the New World.

Meaning	
Understandings *Students will understand that….* - 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.	**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?

Acquisition	
Knowledge *Students will know…* **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,	Skills *Students will be able to…* 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

| in the United States | B. describe religious motivation for immigration

8.29 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.
C. organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
D. identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
E. support a point of view on a social studies issue or event | 1620 Pilgrims at Plymouth

Major groups that colonized America: English, French, Spanish, Pilgrims, Puritans, Catholics, Quakers | |

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Rubric (Colonization Project Instructions document)	**Performance Task(s)** *Students will demonstrate meaning-making and transfer by…* Students will create an online prezi presentation advertising colonization to the New World. They will pretend to be a European colonizer who is trying to recruit others to accompany them across the Ocean to start their lives over in an unknown country. They must include elements of geography, including maps and terminology, use persuasive language and outline the push and pull factors that were instrumental in bringing Europeans to America in the 17th century. -- **Other Evidence (e.g., formative)** Exit Tickets assessing that lesson's objective.
M		In the second lesson, students will label a world map with certain elements and write a paragraph to justify their migration to a chosen region in the event of a Zombie Apocalypse. Quiz at the end of the unit, including vocabulary words, a map to label, multiple choice questions and short answer.

Stage 3 – Learning Plan	

CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?* Geography Pre-Assessment, review of 6th grade (includes labeling a map and listing 4 European countries)

	Learning Activities	**Progress Monitoring** (e.g., formative data)
	Lesson 1 (45 minutes)	
	- 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/	
A	- 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)	Class Discussion/ Think, Pair, Share
A	- 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**	
M	- Exit Ticket: With partner, brainstorm and choose location for Apocalypse Migration Map	Check Exit Ticket
	Lesson 2 (45 minutes)	
A	- Warm Up: Frayer Model using words **migrate** and **immigrate**	Check Vocab Warm Up
	- Background: Read Zombie Apocalypse graphic novel from the Center for Disease Control, http://www.cdc.gov/phpr/zombies_novella.htm	
M	- Apocalypse Migration Map activity. Map and written paragraph need to be turned in.	Grade map activity
	Lesson 3 (45 minutes)	
A/M	- 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?	Discussion
A	- 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	Check Notebook

M	reason into these titles. - Exit Ticket: Comparing the modern immigration arguments with 17th century immigration.	Check Exit Ticket
A	**Lesson 4 (45 minutes)** - Warm Up: Frayer model for **colonize**	Check Vocab Warm Up
A	- ****Optional:** 'Claim the Classroom' simulation game and debrief discussion.	
M	- Stations: Different social and religious groups that came to America and reasons why. Students will take guided notes using an organizer. - Exit Ticket: Evaluating the best reason to move	Grade Stations Notes
T	**Lesson 5 & 6 (90 minutes)** - Advertising Prezi Project: Instructions, demonstration and work time	Summative Grade: Prezi
T/M	**Lesson 7 (45 minutes)** - 20 minutes: complete Prezi - 35 minutes: formative quiz	Formative Grade: Colonization Quiz
M	**Lesson 8 & 9 (90 minutes) **optional**** - Presentations and peer rating	**Optional Formative Grade: oral presentation