## U.S. History
### Curriculum Map

**Unit 1: European Settlement of North America**

**Enduring Themes:**
- Conflict and Change
- Culture
- Distribution of Power
- Individuals, Groups and Institutions
- Location
- Movement/Migration

**Time Frame:** 15 Days

**Standards:**

**SSUSH1** The student will describe European settlement in North America during the 17th century.

a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.

c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

d. Explain the reasons for French settlement of Quebec.

e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

**SSUSH2** The student will trace the ways that the economy and society of British North America developed.

a. Explain the development of mercantilism and the trans-Atlantic trade.

b. Describe the Middle Passage, growth of the African population, and African-American culture.

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

d. Explain the significance of the Great Awakening.

**Unit Resources:**

- Unit 1 Student Content Map (This document includes all unit EQs with corresponding standards; this handout can be used to allow students to break down the standards and identify what they need to know and be able to do; also, there is space provided for students to answer the EQs in paragraph form for writing practice.)

- Unit 1 Vocabulary PowerPoint (This PPT corresponds to the student Content Map and the standards; Students can use index cards to record the meaning and significance of vocabulary throughout the unit as reference material).

NOTE: Both of these resources can be used as an “I Do/Teacher Input” for each concept. At the beginning of a lesson when introducing a new standard, students can break down the standard with the teacher and then use the Unit 1 Vocab PPT to make index cards for the corresponding vocabulary terms.

- Unit 1 Sample Assessment Items by Standard

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<td>Geography of the Colonies</td>
<td>Virginia (Jamestown)</td>
<td>New England</td>
<td>Middle Colonies and Quebec</td>
<td>Mercantilism, the Trans-Atlantic Trade and Middle Passage</td>
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<td>Concept 6</td>
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<td>Benjamin Franklin</td>
<td>Great Awakening</td>
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</tbody>
</table>
## Concept 1: North American Geography

### Standard:

SSUSH1 The student will describe European settlement in North America during the 17th century. 
E. analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies

### Lesson EQ: How did location impact settlement, transportation and economic development in southern, middle and New England?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 3)</th>
</tr>
</thead>
</table>
| • Southern colonies  
• Middle colonies (mid-Atlantic)  
• New England colonies | • Southern colonies  
  o Rich soils in coastal regions and along river valleys  
  o Long growing season  
  o Inland farmers could ship directly from their farms to European markets due to deep rivers and the distance of the Fall line to the coast.  
  o Economic development of the southern colonies reflected the Fall Line (above = subsistence; below = commercial)  
  o Slave labor more common south of Fall line  
  • Middle Colonies  
  o Hudson and Delaware rivers provided access to the interior  
  o Fur trade  
  o Some farming, some shipping depending on location  
  o Harbors allowed middle colonies like Philadelphia and New York to grow into commercial hubs  
  • New England colonies  
  o Poor, thin, rocky soils and a shorter growing season made farming difficult | • Analyze the impact of location and place on the southern colonies  
• Analyze the impact of location and place on the middle colonies  
• Analyze the impact of location and place on New England colonies  
• Compare and contrast the economy, transportation and settlement of the colonial regions |
<table>
<thead>
<tr>
<th>Resources</th>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
</table>
|           | 13 Colonies Geography Activator  
(Students work to label map and distinguish regions, then answer questions based on their map; afterwards, teacher should discuss map and questions with students to check for understanding and make any corrections). | Geography of the Colonies Group Activity  
(You can have students complete this activity in partner or with a group. This activity works well as a carousel so that students move in between topics and do not get too bogged down) | Colony Comparison Chart and What I Need to Know  
Kahoot.it! Quiz (Link Below) – Multiple Choice Practice  
https://play.kahoot.it/#/k/9cfa1acd-29e7-42fd-910b-1d8f5ffca9d |
|           | Comparing the Colonial Regions PowerPoint  
(This PPT would probably work best to summarize information for students, possibly after group work to correct misconceptions, clarify, etc.) | Thirteen English Colonies DRC  
Thirteen English Colonies DRC Answers |
Concept 2: Virginia’s Development

Standards:
SSUSH1 The student will describe European settlement in North America during the 17th century.
  a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, and relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the Development of Slavery

Lesson EQ: How did the colony of Virginia develop, especially at Jamestown?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Virginia  
  • Jamestown  
  • Virginia Company  
  • Tobacco cultivation  
  • Powhatan  
  • House of Burgesses  
  • Bacon’s Rebellion  
  • Development of slavery | • Jamestown was the first permanent English colony  
  • Virginia Company was a joint-stock company that sent people to America to find gold and other resources  
  • Tobacco became a cash crop and saved the colony at Jamestown; tobacco also made Virginia dependent on slavery  
  • House of Burgesses was first example of representative government in the colonies  
  • Powhatan, Native Americans in the region, were often in conflict with colonists | • Explain how the colony at Jamestown was founded  
  • Explain how tobacco impacted the colony at Jamestown  
  • Explain the relationship between Native Americans and colonists  
  • Explain the development of the House of Burgesses  
  • Explain the significance of Bacon’s Rebellion |

Resources

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia’s Development PowerPoint</td>
<td>Jamestown Illustrated Flowchart</td>
<td>Jamestown v. New England Chart (have students complete only Jamestown portion for now)</td>
</tr>
<tr>
<td>Development of Virginia PowerPoint</td>
<td>Jamestown Review (with questions for a review game)</td>
<td></td>
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</tbody>
</table>
**Concept 3: New England**

**Standards:**
SSUSH1 The student will describe European settlement in North America during the 17th century.
b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch trials, and the loss of the Massachusetts charter and the transition to a royal colony

**Lesson EQ:** How did settlement and religious tension impact the development of New England?

<table>
<thead>
<tr>
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<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- King Phillip’s War</td>
<td>Pilgrims and Puritans faced increased persecution for their desire to reform the Anglican Church and opposition to the monarchy, so many decided to immigrate to the American colonies.</td>
<td>- Describe the settlement of New England and the impact of religion on that development.</td>
</tr>
<tr>
<td>- Rhode Island</td>
<td>Pilgrims settled at Plymouth Rock and Puritans settled at Massachusetts Bay (today = around Boston)</td>
<td>- Describe the relationship between religion and government</td>
</tr>
<tr>
<td>- Royal colony</td>
<td>As Massachusetts colony grew, there was more conflict between Native Americans and colonists. King Phillip’s War marked end of Native American resistance.</td>
<td>- Describe the economic ties between England and New England.</td>
</tr>
<tr>
<td>- Town meetings</td>
<td>Puritans held tight control over religious, political and social structure of the colony.</td>
<td>- Describe the break-down of the relationships between Native Americans and the English.</td>
</tr>
<tr>
<td>- Religious tensions</td>
<td>Towns were run as direct democracies via town meetings, but only male church members could vote.</td>
<td></td>
</tr>
<tr>
<td>- Half-way covenant</td>
<td>Half-way covenant allowed younger generations to participate in government without a conversion experience.</td>
<td></td>
</tr>
<tr>
<td>- Salem Witch Trials</td>
<td>Roger Williams was banished and founded Rhode Island, which</td>
<td></td>
</tr>
</tbody>
</table>
was more tolerant of different religious beliefs.
- The British King cancelled the Mass. Charter to have more control and made Mass. a royal colony in 1660.
- Causes of Salem Witch trial: extreme religious faith, stress from growing population, relations with Native Americans, little opportunity for women and girls to participate in Puritan society

<table>
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<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
</tr>
<tr>
<td>Mayflower Compact Activator</td>
</tr>
<tr>
<td>Settlement of New England Power Point</td>
</tr>
<tr>
<td>Settlement of New England Guided Notes</td>
</tr>
<tr>
<td>(NOTE: The New England Carousel under “We Do” is more completely aligned; you do not have to use the PPT/Guided Notes if students complete that and teacher goes over and discusses responses after students have finished. The PPT/Guided notes could be used to reteach or review if needed, as well.)</td>
</tr>
</tbody>
</table>
### Concept: Middle Colonies and Quebec

#### Standards:
SSUSH1 The student will describe European settlement in North America during the 17th century.

c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and the subsequent English takeover, and the settlement of Pennsylvania
d. Explain the reasons for French settlement of Quebec

#### Lesson EQ:
How did the middle colonies develop?

Why did the French settle in Quebec?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Atlantic colonies (middle colonies)</td>
<td>The Dutch founded the colony of New Amsterdam known for its diverse population and tolerance. The English fought the Dutch to remove the “dutch wedge” between their southern and New England colonies, and seized control of the colony, renaming in New York.</td>
<td>Describe the impact of the fur trade in North American settlement</td>
</tr>
<tr>
<td>New Amsterdam</td>
<td></td>
<td>Describe how the beliefs of the Quakers impacted the settlement in Pennsylvania</td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td>Describe the Dutch settlement and New Amsterdam and English takeover</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quakers</td>
<td>The Quakers, led by William Penn, settled in Pennsylvania. They left England due to religious persecution. They believed in religious tolerance and peace.</td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td>The French established Quebec, the first French colony in North America, as a trading post (mostly fur trade).</td>
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</tbody>
</table>

#### Resources

<table>
<thead>
<tr>
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<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Colonies and Quebec PowerPoint</td>
<td>Founding of Pennsylvania Guided Reading</td>
<td>Constructed Response (William Penn, Primary Source)</td>
</tr>
</tbody>
</table>
**Concept 5: Mercantilism, trans-Atlantic trade and the Middle Passage**

**Standards:**
SSUSH2 The student will trace the ways that the economy and society of British North America developed
a. Explain the development of mercantilism and the trans-Atlantic trade
b. Describe the Middle Passage, growth of the African population, and African-American culture

**Lesson EQ:**
How did mercantilism and the trans-Atlantic trade impact the American colonies?
How did African-American culture develop in the American colonies?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Mercantilism  
• trans-Atlantic trade  
• triangular trade  
• middle passage  
• Atlantic slave trade  
• African-American culture | • Mercantilism was a theory that said the best way to become a stronger nation was to acquire the most wealth. European countries were competing with each other to have the most colonies.  
• This led to the belief that colonies existed to make the mother country wealthy (raw materials).  
• This led Great Britain to control the trans-Atlantic trade and goods shipped out of the American colonies.  
• The Middle Passage was the middle portion of the journey that brought slaves from Africa to the New World. Sickness and mistreatment led to high mortality rates.  
• Slave populations in North America increased due to cash crops, like tobacco. Most slaves were located in southern colonies.  
• Slaves came from different cultures with varying religions, languages and cultures. Blending of African cultures created a unique African-American culture. | • Explain the economic impact of mercantilism on mother country and colonies.  
• Describe the treatment of African Americans during the Middle Passage.  
• Describe growth of the African population and African-American culture |

**Resources**

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
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</thead>
<tbody>
<tr>
<td>Mercantilism and Middle Passage Power Point</td>
<td>Middle Passage Primary Documents</td>
<td>Trans-Atlantic Trade Theme Song Creation</td>
</tr>
<tr>
<td>Middle Passage Video Clip</td>
<td>Middle Passage Student Handout (DRC)</td>
<td>Song Directions</td>
</tr>
</tbody>
</table>
Concept 6: Benjamin Franklin

Standards:
SSUSH2 The student will trace the ways that the economy and society of British North America developed
c. Identify Benjamin Franklin as a symbol of social mobility and individualism

Lesson EQ: How was Benjamin Franklin a symbol of social mobility and individualism?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK )</th>
</tr>
</thead>
</table>
| • Benjamin Franklin  
  • Social Mobility  
  • Individualism | • He was born into a humble Boston family, but he worked hard from an early age to improve himself and his position  
  • He strongly supported education as a means for self-improvement  
  • He made himself into one of the world’s leading authors, philosophers, scientists, inventors and politicians | • Identify how Benjamin Franklin was a symbol of social mobility  
  • Identify how Benjamin Franklin was a symbol of individualism |

Resources

I Do (Teacher Point)  
American Dream Activator  
(Leads to Social Mobility and Individualism Discussion)

We Do (Guided/Differentiated Instruction)  
Benjamin Franklin Carousel  
Benjamin Franklin Carousel Student Handout  
(Students can work with a partner or group; Moving as a group through the carousel may make it easier for the teacher to provide more help to students who need it)

You Do (Independent Practice)  
Benjamin Franklin T Chart Summarizer
# Concept: Great Awakening

**Standards:**
SSUSH2 The student will trace the ways that economy and society of British North America developed. 
d. Explain the significance of the Great Awakening

**Lesson EQ:** Why was the Great Awakening significant?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Great Awakening | • The Great Awakening was a religious revival in the 1700s; It spread from Europe to the colonies in the 1740s until the American Revolution.  
• The Great Awakening placed an emphasis on individual religious experience instead of church doctrine  
• The Great Awakening taught colonists to challenge authority and value independence, that would later be reinforced by the ideas of Locke and Thomas Paine leading up to the American Revolution. | • Identify the Great Awakening  
• Explain the significance of the Great Awakening |

## Resources

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
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</thead>
</table>
| Great Awakening Activator  
*Challenges to Colonial America PowerPoint  
*Challenges to Colonial America Handout  
(*hyperlinked with Concept 3, as well) | What did the Great Awakening Awaken? Lesson Plan  
(Note: This lesson in its entirety could take multiple days or you could modify it to take one class period or less; it would be best to choose the primary sources that could best prepare your students for understanding the significance of the Great Awakening and writing the DBQ. You could also use this lesson to differentiate for students, as well.) | What did the Great Awakening Awaken? Lesson Plan  
Document Based Question: “The Great Awakening taught colonial Americans to challenge religious authority forcefully. This helped prepare them for the political revolution to come.” Assess the validity of this statement. That is, explain why you do or do not agree with it.  
**This DBQ is embedded in the Lesson Plan.**  
Great Awakening Comic Strip |