



Unit Title	The Age of Colonization		
Course Title	7th grade Social Studies	Pacing	3 weeks
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards K-12 Vertical Alignment			
<p>H.2 - Understand the implications of global interactions.</p> <ul style="list-style-type: none"> ➤ H.2.1 - Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization). ➤ H.2.4 - Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies. <p>E.1 - Understand the economic activities of modern societies and regions.</p> <ul style="list-style-type: none"> ➤ E.1.1 - Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence). <p>C.1- Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.</p> <ul style="list-style-type: none"> ➤ C.1.1 - Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism). 			
Understandings Students will understand that...		Essential Questions	
<ul style="list-style-type: none"> ➤ Competition for economic resources led Europeans into conflict with each other and the indigenous people in order to maintain trade, gather natural resources, and establish colonies. ➤ Various European countries competed for natural resources and labor by establishing colonies in Africa, India and the New World. 		<ul style="list-style-type: none"> ➤ What factors motivated colonization among European countries? ➤ How does colonization affect the economic, political, and social parts of the indigenous and colonizing country? ➤ What role does the military play in colonization? 	



- European powers justified their domination of people and places around the world with a sense of cultural superiority.
- Disease brought by Europeans impacted the economic and social systems of newly explored territory (e.g. smallpox,)

- How do cultural beliefs impact colonization?
- How did European ethnocentric attitudes affect their rule of indigenous populations in the areas they colonized?
- Do the benefits of global interaction outweigh the costs for those involved (both in the short and long term)?
- How did European nations respond to disease that impacted the economy and social structures of the new world?

Knowledge
Students will know...

Spain, Portugal, France, Britain, and the Netherlands began colonizing places they explored which lead to increased power and wealth for European powers. **Spanish** colonies spread upwards from South America into the western half of North America and Florida. **British** colonies mostly focused on the North American Atlantic seaboard. French colonies mostly focused on the far north of North America and the area around the Mississippi River.

The **Columbian Exchange** —The exchange of food, materials and diseases between the Old and New World.

Native inhabitants were usually seen as inferior savages, fit for exploitation and in need of conversion to Christianity

The death and disease of Millions of Native Americans led Europe to seek labor in other parts of the world introducing the **Trans-Atlantic Slave Trade**, also known as the “**Triangular Trade.**”

Middle Passage: During the Transatlantic Slave Trade, ships had to cross the Atlantic Ocean. This journey was called the Middle Passage. Africans were crammed into the bottom hulls on a boat

Skills
Students will be able to...

Evaluate (to determine the significance, worth, or condition of usually by careful appraisal and study)

- the positive and negative impact exploration had on cultural groups.
- the Columbian Exchange and its cultural influence on the colonies and Europe.
- the impact disease had on the indigenous people and how Europe will respond to their loss of labor due to millions dying from disease.

Analyze (to examine critically, so as to bring out the essential elements)

- colonization on the

Compare (to examine the character or qualities of especially in order to discover the resemblances or differences)

- the cultures and traditions that were traded between the colonist and indigenous people.



with little ventilation, sanitation or proper nutrition. Many Africans died before even making it to North America.

- the similarities and differences between the columbian exchange and triangle trade

Explain (to make known in detail, to make plain or clear)

- the role religion played in interactions with indigenous people.
- the similarities and differences of the governing styles in the colonies.
- how cultural influences interactions between groups
- A need and desire for resources creates competition

Identify (to establish, to determine)

- the location of European nations that participated in the Age of Colonization.

Determine (to ascertain or establish exactly)

- how the Middle Passage allowed European powers justified their domination of people and places around the world.

Stage 2: Assessment Evidence

What collection of assessments will PROVE that students have learned everything described in Stage 1

Performance Task or Project-Based Learning

Constructing GRASPS Performance Task: This template provides a variety of stem statements as you construct a scenario for a performance task. Refer to the descriptions to help you brainstorm possible scenarios. [6 Facets of Understanding Performance Task Review](#) This rubric is a suggested guide for assessing the performance task that check for the six facets of understanding. This rubric is a suggested guide and may be modified to meet the needs of your students.

Example below may be modified to meet the needs of your students. It is not expected but suggested student evidence.

G: Develop a movie character **R:** Create the role **A:** Movie studio executives **S:** explaining and describing the importance of the movie that you want to make to movie studio executives **P:** biographical information, brief script, and storyboard



Your task is to develop a movie idea about a character as part of a presentation to movie studio executives. You have been asked to persuade them to fund the making of the movie about your character. Your movie character should be either a colonist, a soldier from a colonizing country, the main colonizing leader, an indigenous person from the colonized region, or an enslaved person from or brought to the colonized region. In your proposal, explain the experience of your character will have with conflict among the groups involved in colonization. (Be sure to include aspects of economic, military, political and social conflicts). How your character deals with disease and its impact (economic and political and social). Your characters and the role of colonization as it relates to competition for resources and relationships with nations involved in colonization. The role of cultural beliefs and its impact it has on interactions with groups.

Standards Criteria for Success: How will I know that I have completed the task?

- Have I identified my character and his/her importance to my movie? (Why are they important? What role did they play in the making of their colony?)
- Have I provided the movie studio executives with an adequate amount of information about the cultural beliefs of my character and how colonization impacts those beliefs and interactions?
- Have I effectively explained the need for colonization based on resources and the economy as it relates to my movie character?
- Have I effectively explained the role of disease my character will encounter based on colonization?
- Have I created a brief script, and storyboard that looks at the political, economic, social and military impact my character will have to encounter as a result of colonization?

Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)

- Vocabulary Evidence:** This document provides a variety of evidence to apply to unit vocabulary.
- Formative Assessment Evidence:** This bank provide a variety of formative assessments for you to *choose*. All assessments may be modified to meet the needs of your students. It is not expected but below are a list of suggested student evidence.
- Colonization Summative Assessment Bank** This bank provide a variety of questions for you to *choose* to create your own assessment. All questions may be modified to meet the needs of your students. It is not expected for you to use all the questions in the bank.

Three- Two-One: Students will identify the cultural beliefs of **three** countries that colonized and area and its impact on colonization, **two** impacts of the Columbian Exchange had on the economic, political and social effects on regions colonized, and **one** effect disease had on the global society.

EduBlogs: Students can use their WCPSS credentials once teachers have set up blog
Students will...

Respond to questions posted by the teacher on the blog.

Sample questions include:

- What were the positive and negative impacts of colonization on the indigenous people



- Describe the Middle Passage
- What were the outcomes of colonizations on the nations colonized by European countries
- List 2 things you think will happen next as a result of colonization
- How is **Colonization** responsible for **Slavery**

Plickers: (Teacher creates account on website. Students do not need accounts. No student account needed. Teacher must not share any identifiable information. Teacher needs app on tablet or phone.) Formative assessment - use paper “cards” to answer - only teacher needs technology. Students will...

Explain the how cultural beliefs impact colonization

Explain how competition for resources impacted the economic relationships of colonization

Analyze the role disease played on colonization (economic, political and social)

Analyze the social, economic, political, military conflicts that come as a result of colonization

Stage 3: Learning Plan, Experiences, and Instruction

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 2? master the assessments described in Stage 2?

Be sure to identify **the shifts** and the **WHERE TO** elements.

To gather information about *how resources affect the economic relationship with colonizing groups*, students may complete ONE or MORE of the following:

- Provide students with the term(s): Slavery, Trade, Global, Labor, Government, Rights, People, Human, Land, Colony, Religion. Students will create a prediction of what they believe will happen next as a result of exploration. Students will explain using facts from the exploration unit to support their theories. **W, H, E shift 1**

Columbian Exchange:

- Columbian Exchange Reading:** Students will gain a better understanding of the Columbian Exchange using the background reading. Students can complete one or more of the (**Student Engagement Strategies**). **W, H, E, R, T shift 2**
- My Opinion Journal:** Students will examine the chart with the resources that impacted trade from the Old World to the New World using the Columbian Exchange. Students will complete a my opinion journal describing the resources they think had the largest positive and negative impact on trade and societies. **H, E, R, E2, T shift 3**
- Columbian Exchange Activity:**



- ❑ Students will be New World consumers and the other half will be Old World consumers. Make enough copies of the cards so that each New World consumer receives two New World food cards and each Old World consumer receives two Old World food cards. You may choose to give some consumers two of the same card (for example, a New World consumer may be given two “Chocolate Syrup” cards).
- ❑ On the backs of half of the Old World cards, write the letter X (big enough to be seen, but small enough not to attract attention). Leave the backs of the other Old World cards blank. Divide students into New World and Old World consumers and distribute the food cards.
- ❑ Allow students five minutes to trade their food cards within their own groups, New World or Old World. Tell students that they may choose not to trade if they prefer the food cards they were given to the cards other students have. After trading ends, ask students to report orally or by a show of hands whether they considered themselves better off as a result of their trades. Record the results.
- ❑ Conduct a second round of trading, allowing students to trade with all other students. After a second five-minute round, announce that some New World consumers have been exposed to diseases for which they have no immunity. To determine which consumers are affected, tell the students to look on the backs of their cards. Students who have an X on the back of one or more of their cards have been exposed to a disease. Old World consumers have been exposed to this disease previously and have developed immunity. New World consumers have no immunity; they become very ill and perish. Ask students whether they consider themselves better off as a result of their trades, including the New World consumers who have “perished.” Record these results and compare them to results from the first round. **W, H, E, R, E2, T, O shift 6**

- ❑ [Positive and Negative Impact of the Columbian Exchange](#): Students will examine the positive and negative impacts of the Columbian Exchange. **E, R, E2, T shift 2**
- ❑ [Columbian Exchange Text Set \(NEWSLA\)](#): Students will choose one of the articles about the modern day impact the Columbian Exchange had on societies. Spanish Version and text dependent questions included). **H, E2, T shift 3**

Columbian Exchange Map

- ❑ Students will analyze a map of the Columbian Exchange. They will use this map to fill in a chart, identifying the different foods, plants, and diseases and where they originated. **H, T shift 1**
- ❑ [Age of Exploration: The Columbian Exchange #186 \(from SAS® Curriculum Pathways®\)](#): Students will study the effects of the Columbian Exchange and examine how societies developed over time as a result of that trade. **W, H, E, R shift 5**

To gather information about *how culture unites and divides and the impact of disease on the economic, political and social groups*, students may complete ONE or MORE of the following:



Interaction with Indigenous People

- ❑ [Reading - Evangelism of Central America](#): Primary sources from the European perspective on indigenous practices seen as pagan and barbaric. **W, H, R shift 3**
- ❑ [Reading - Land Ownership](#): Compares the viewpoints of land ownership between the Native American perspective and European perspective. **W, H, R shift 6**
- ❑ [Background Reading on the Aztec](#): Students will read the background information on the Aztec. Have the students list, individually, the three to six most important ideas from the material. Have partners create a negotiated list that reflects their combined agreement on the three to six most important ideas. Have each pair meet with another pair. Now have the four students renegotiate their lists and order the list so that it makes sense as a summary. Each group should prepare a collaborative summary. Have groups pair up again. Have each group of four share its summary with the other groups and then, together, have all eight students develop a set of criteria for powerful summaries. **W, H, E, R, E2, T, O shift 2**
- ❑ [SAS Curriculum #179 - Aztec Resistance of Spanish Conquistadors](#): Students will research and answer the question "Why did the Aztec attempts to resist Spanish conquest fail?" **W, H, E, R, E2, T shift 2**
- ❑ [Encomienda](#): Students will examine the development and impact of the encomienda systems. Students will complete the 4 squares graphic organizer that aligns to the reading. **H, E, T shift 2**
- ❑ [Encomienda Image Analysis](#): Students will examine the images and reading about the impact of the encomienda on Native Americans. **W, H, E, T shift 6**
- ❑ Students will [Read Like a Historian](#) about Columbus' encounter with the Tanios people. Students can create a comic strip about their interactions and create an alternate ending to the encounter. **W, H, E, R, E2, T, O shift 4**
- ❑ Students will read about [The Rise and Fall of Tenochtitlan](#). Students will complete a [Give One Get One](#). Students will give and get facts about the rise and fall of Tenochtitlan. **W, H, E, R, E2, T, O shift 2**
- ❑ [Spread of Disease Prezi](#): Students will use the prezis to examine spread of disease during exploration. Students will complete a Think Pair Share with their classmates (If the spread of disease could have been prevented. How did disease impact population? What effects did disease have on the indigenous people?) Note: This prezi does mention syphilis, measles, plague, smallpox and malaria. **E, R, E2 T shift 2**

To gather information about *how culture unites and divides and the effects of colonization on the economic, political and social groups*, students may complete ONE or MORE of the following:



Global Slave Trade

- ❑ [Global Slave Trade Activity](#): Students will be introduced to the concept of colonialism and the age of exploration so that students can see the connection between global trade and its lead into the slave trade. **W, H, E, T shift 5**
- ❑ [Columbus to the Colonies \(iCivics Resources\)](#): Students will: Explain the three main reasons behind European exploration/colonization in North America: economics, religion, and glory. Explain the impact of European colonization on Native Americans. Describe the source of labor for the development of the colonial settlements. Analyze a map of the triangle trade route. The map the outlines Columbus journey using the Triangle Trade Route. ([iCivics PowerPoint](#)) **W, H, E, R, E2, T, O shift 5**
- ❑ [Reading on Triangle Trade](#): Students will using the reading to understand the impact the Triangle Slave Trade had on the economy and indigenous people of Africa. ([Modified Version](#)) **W, H, R shift 3**
- ❑ [Triangular Trade Interactive Power Point](#): Students will learn about the Triangular Trade, Middle Passage and Transatlantic Slave Trade. Students will work in groups to determine how the Triangle Trade impacted the global economy. ([Student Notes](#), [Student Engagement Strategies](#)) **W, H, E, R, E2, T, O shift 6**
- ❑ [Atlantic Slave Trade](#): Students will explain the Atlantic Slave Trade using at least two details from the text. **W, H, E, T shift 3**
- ❑ [Map Analysis](#): Students will examine a map of the Triangle Trade and determine the various locations of slave trading and its impact on the global economy. ([Map 1](#), [Map 2](#), [Image Analysis](#)) **W, H, E2 shift 2**
- ❑ [Eyewitness Testimony](#): Students will examine the images about the effects on the Global Slave Trade and Middle Passage. Complete "My Version" and "The Proof" with details, facts, and ideas. Then, discuss with your partner and complete "My Partner's Version". [Student Note Taking Tool](#) **W, H, E, R, E2, T, O shift 4**

Middle Passage

- ❑ [Staking your Claim on the Middle Passage](#):
 - ❑ Discuss & List 4 important facts that you know about the global Slave Trade and Middle Passage
 - ❑ Create a Claim Statement about the influence the Middle Passage had on incorporating human beings into the global economic trade. (Write your Claim on a large piece of paper).
 - ❑ Examine one of the following document: As you read one of the following documents pull out evidence for your documents that supports your claim.
 - ❑ **Africans in America: The Middle Passage**
 - ❑ **Equiano's Autobiography**



- Excerpts from **Life of Gustavus Vassa**
- Slave Ships and the Atlantic Crossing (Middle Passage)**
- The Middle Passage**
- An artist's paintings of the Middle Passage**
- Discuss** your evidence and determine common themes, facts, ideas and thoughts about the Middle Passage.
- Document** the evidence you found in common as a group that supports your claim on the large piece of paper that has your claim posted.
- Share** your ideas with the class. **W, H, E, R, E2, T, O shift 6**

- [Middle Passage Powerpoint](#) Students will take their understanding of the Middle Passage and create analogies on civilizations they studied in the past. **W, H, E, T shift 5**
- [Prince Among Slaves](#) (documentary 90 mins): Students can complete one of the following ([Student Engagement Strategies](#)) while watching the documentary. [Teacher Information](#) **W, E, E2 shift 4**
- [The Horrors of the Middle Passage By Olaudah Equiano](#): Students will read the passage that describe the experience of a slave traveling through the Middle Passage. ([Scaffold Version](#)) Students will complete a [text rendering protocol](#) to describe Olaudah's experience. ([Student Engagement Strategies](#)) **W, H, E, R, E2 shift 3**
- [Captured](#)-Reading: Students will read the excerpt about the capture of a slave. Students can complete one of the following ([Student Engagement Strategies](#)) **W, H, E, R, E2, shift 2**

Primary Documents

- [Hernan Cortes](#)
- [A Poem About Sir Francis Drake](#) **W, H shift 3**

[Discovery Education Board Builder](#): overview and additional resources on **Colonization**

- “GO TO” Strategies: Scaffolding for English Language Learners:** This document provides a resource to use for your LEP students. It’s a convenient document that shows a tiered set of instructional experiences for all LEP levels.
- Parent Guide:** This document provides parents with an overview of the unit. It provides resources and essential concepts and skills that can be reinforced at home.
- Unit Feedback:** Please provide feedback on unit, resources, assessments etc. If you find a mistake, would like an additional resource for a specific topic, did not find an activity listed helpful, etc. please note that here. We will check the Google doc periodically and make



adjustments/improvements. This will guide our work to continuously improve social studies.

Suggested Planning Calendar

The following instructional pacing is a suggested starting points as you choose appropriate instructional content for your students. Teachers, as part of their PLT/PLC, are ultimately in the best position to make the best selections and instructional choices for their students.

Day 1	Day 2	Day 3	Day 4	Day 5
How resources affect the economic relationship with colonizing groups	How resources affect the economic relationship with colonizing groups	How resources affect the economic relationship with colonizing groups	How resources affect the economic relationship with colonizing groups	How resources affect the economic relationship with colonizing groups Assessment Evidence
Day 6	Day 7	Day 8	Day 9	Day 10
how culture unites and divides and the impact of disease on the economic, political and social groups	how culture unites and divides and the impact of disease on the economic, political and social groups	how culture unites and divides and the impact of disease on the economic, political and social groups	how culture unites and divides and the impact of disease on the economic, political and social groups Assessment Evidence	how culture unites and divides and the effects of colonization on the economic, political and social groups,
Day 11	Day 12	Day 13	Day 14	Day 15
how culture unites and divides and the effects of colonization on the economic, political and social groups	how culture unites and divides and the effects of colonization on the economic, political and social groups	how culture unites and divides and the effects of colonization on the economic, political and social groups	how culture unites and divides and the effects of colonization on the economic, political and social groups Assessment Evidence	Assessment Evidence

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)