## Grade 8 U.S. History
### Unit 2: The Colonies Take Root
#### 25 Days

### Unit Focus
Students will explore the arrival of the first Europeans to establish settlements in America and investigate the successes and failures of England’s early colonies. Students will explore the regional differences in the English colonies.

### Stage 1: Desired Results
(both skills-based and concept-based)

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After two failed efforts in the 1580s, the English started colonies in North America in the 1600s. Religious beliefs of Puritans influenced the New England Colonies. The Middle Colonies attracted a wide range of settlers and offered a haven for religious tolerance. The Southern Colonies developed rich coastal plantations based on slavery, whereas backcountry farmers struggles to survive. Lands from Florida to California formed the vast Spanish Empire in the Americas.</td>
<td>How did the English start colonies with distinct qualities in North America? How did the English set up their first colonies? How did religious beliefs and dissent influence the New England Colonies? How did the diverse Middle Colonies develop and thrive? What factors influenced the development of the Southern Colonies? How did the Spanish develop colonies on the borderlands?</td>
</tr>
<tr>
<td>The physical geography of the 13 British colonies differed widely from region to region. The physical geography of each region affected how its inhabitants developed economic and cultural systems. The English established colonies in N. America to provide new markets for English products and import raw materials for English industries. To establish rules before going ashore, the pilgrims created the Mayflower Compact to govern their new colony. The climate in the New England colonies helped prevented colonist from catching fewer diseases and allowed them to love longer than those in Virginia. A charter was given to the Massachusetts Bay Company, created by Puritan trying to escape religious persecution, to settle many colonies in Massachusetts.</td>
<td>Students Will Know: Explain why England wanted to establish colonies in North America. Describe the experience of the settlers who founded the first permanent English Colony in Jamestown. Explain how the Pilgrims managed to survive their first years in the Plymouth Colony. Describe the geography and climate of the New England Colonies. Describe the Puritans settlement in Massachusetts. Identify the new settlements that developed in New England as a result of Puritans religious practices. Explain the changes that took place in the New England Colonies in the 1600s. Describe the geography and climate of the Middle Colonies. Describe the early history of New York and New Jersey. Explain how Pennsylvania and Delaware were founded. Explain how the Middle Colonies changed in the 1600s and early 1700s.</td>
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</tbody>
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**Grade 8 U.S. History Curriculum**
The Tidewater regions of the southern colonies developed large plantations and were well suited for growing. The Backcountry regions of the southern colonies were cut off from the coast and were populated by poor settlers who owned very little land. Those in the Backwater often felt that the colonial government only cared about protecting the wealth of those in the Tidewater. Spain built the first permanent European settlement in what is now the United States in 1565 at St. Augustine in northern Florida. Spain controlled what is now Florida, Texas, New Mexico, Arizona, Colorado, Utah, Nevada and California. To convert Native Americans to Christianity and colonize lands, the Spanish established missions. Presidios were established to defend the missions. Spain established pueblos which were the centers of farming and trade. Native Americans were used as laborers in Spanish missions and were often overworked.

Describe the geography and climate of the Southern Colonies
Describe the early history of Virginia.
Explain how Maryland, the Carolinas and Georgia were founded.
Identify the key factors that produced the Tidewater and backcountry ways of life.
Describe Spain’s colony in Florida.
Explain how Spain established settlements throughout much of North America.
Describe the significance of the Spanish missions.
Identify the reasons founded and leaders of each colony.
Identify and explain the importance of imports and exports between North America and Europe.

Syntax Work
- Note taking
- Quick Outlines

Goals: (CCSS Standards) to Address: (listed) CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.3 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.RH.6-8.5 CCSS.ELA-LITERACY.RH.6-8.6 CCSS.ELA-LITERACY.RH.6-8.7 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.9 CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.WHST.6-8.1 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.4 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.7 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.10 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.16 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.18 CCSS.ELA-LIT CCSS.ELA-LITERACY.WHST.6-8.20 CCSS.ELA-LIT

Stage 2: Assessment/Evidence

Culminating Reading Comprehension Task:
DBQ can be located on page 97 of text

Other Ways to Collect Formative Assessment Data:
- Discussion log (kept by teacher)/discussion prep notes (created by students)
- Double entry journals
- Quizzes
- Conferring notes
### Unit Suggested Readings

<table>
<thead>
<tr>
<th>Anchor Text</th>
<th>Author</th>
<th>Text Type</th>
<th>Lexile Level (Suggested Range: 950L to 1115L)*</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prentice Hall America: History of our Nation Beginnings to 1914 - Chapter 3</td>
<td>Pearson</td>
<td>Textbook</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Supplemental Class Text Set

<table>
<thead>
<tr>
<th>When is Thanksgiving? Colonizing America: Crash Course US History #2</th>
<th>Web</th>
<th><a href="https://www.youtube.com/watch?v=o6TtvQqyGdg">https://www.youtube.com/watch?v=o6TtvQqyGdg</a></th>
<th>This text set is organized around a supplemental, engagement-centered Essential Question: How did the English start colonies with distinct qualities in North America? How did the English set up their first colonies? How did religious beliefs and dissent influence the New England Colonies? How did the diverse Middle Colonies develop and thrive? What factors influenced the development of the Southern Colonies?</th>
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</thead>
<tbody>
<tr>
<td>The Natives and the English -</td>
<td>Web</td>
<td><a href="https://www.youtube.com/watch?v=TTYQ05oDOI">https://www.youtube.com/watch?v=TTYQ05oDOI</a></td>
<td></td>
</tr>
</tbody>
</table>
### Camden City School District

#### Crash Course US History #3

|-------------------------------|-----------------|---------|---|------------------------------------------------------------------|

5 day activity (see learning plan below)

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### Independent Reading Texts

<table>
<thead>
<tr>
<th>Author</th>
<th>Text Type</th>
<th>Lexile Level</th>
<th>Sourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Sense</td>
<td>Thomas Paine</td>
<td>Informational</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**About these Texts**

These texts are related historically and/or thematically to the anchor texts.

**Suggested synthesis task:**

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### Stage 3 – Learning Plan

**SUPPLEMENTAL TEXT:** Amistad Website

**Brief Synopsis:**

In this lesson, students will learn about the ancient African craft of basket weaving. They will learn how enslaved Africans used this craft as a resource to adapt to their new lives in the United States through several different examples.

**Alignment to the Big Ideas:**

- The Southern Colonies developed rich coastal plantations based on slavery, whereas backcountry farmers struggles to survive.

**Goals (CCSS Standards) to Address:**

New Jersey Standard 6.4, United States History
## Suggested Instructional Routines and Engagement Methods:

- Shared reading
- Active reading strategies (e.g., turn and talk, stop and jot, targeted task)
- Text-dependent questions that lead to key understandings
- Explicit and incidental academic vocabulary instruction
- Evidence-based oral and/or written responses
- Text-dependent tasks

### Academic Vocabulary (At least 5 target words per week, selected from standards and/or text)

- representative government
- toleration
- specify
- restrict

**VARY THESE THROUGHOUT EACH UNIT - SHOULD EMULATE PARCC TYPE VOCAB**

- evaluate
- summarize
- explain
- recall

## Culturally Relevant Pedagogy

<table>
<thead>
<tr>
<th>Tituba</th>
<th><a href="http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/3767/7338">http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/3767/7338</a></th>
<th>Shared reading- Macbeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Black Communities</td>
<td><a href="http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4230/297">http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4230/297</a></td>
<td>Group project- teacher discretion (two week full implementation)</td>
</tr>
<tr>
<td>Roads to Revolution</td>
<td><a href="http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4230/298">http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4230/298</a></td>
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