

Understanding By Design – Backwards Design Process
(Developed by Grant Wiggins and Jay McTighe, 2002)

Stage 1 – Desired Results	
Colonization and Settlements: 1607 to 1763	
<p>Standard 5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade</p> <p>Standard 5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.</p> <p>Standard 5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region. Examples: Slavery, plantations, town meetings and town markets</p> <p>Standard 5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule. Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn</p>	
<p>Understanding (s)/goals</p> <ul style="list-style-type: none"> • This unit introduces the thirteen colonies within the New England, Middle and Southern regions of the United States. The students understand what brought the settlers to each region and how they survived. • Students will be able to distinguish between the regional differences in the political, social, and economic aspects of the American Colonies. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • SWBAT to explain religious, political, social, and economic reasons for movement of people from Europe to the New England Colonies. • SWBAT to explain religious, political, social, and economic reasons for movement of people from Europe to the Middle Colonies. • SWBAT to explain religious, political, social, and economic reasons for movement of people from Europe to the Southern Colonies. • SWBAT describe the contributions of political and religious leaders in Colonial America. • SWBAT to discuss instances of both cooperation and conflict between Indians and European settlers in the 13 Colonies.

	<ul style="list-style-type: none"> • SWBAT describe the causes and consequences of the establishment of slavery and how slavery affected the economy of the 13 Colonies. • SWBAT recognize the geographic features, products, and cities of European settlement in the 13 Colonies. • SWBAT explain ideas about limited government, the rule of law and individual rights in key colonial era documents. • How did the encounter between native and non-native peoples shape early colonization? <ul style="list-style-type: none"> • Why did Europeans want to settle in the Americas? • Why were enslaved Africans brought to the colonies? • Why did different European nations want to control North America and the Caribbean? <ul style="list-style-type: none"> • Why was life different from one colony to another?
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Student objectives (outcomes):

SWBAT construct a graphic organizer comparing and contrasting the religious, political, social, and economic reasons for movement of people from Europe to the New England, Middle, and Southern Colonies.

SWBAT identify and match colonial leaders with contributions.

SWBAT construct a Venn Diagram displaying the cooperation and conflict between Indians and European settlements in the 13 Colonies.

SWBAT to construct a cause and effect table displaying the establishment of slavery and how slavery affected the economy of the 13 Colonies.

SWBAT submit a map of the 13 Colonies labeling important geographic features, products and cities.

SWBAT summarize in a T-Chart the ideas about limited government, the rule of law and individual rights in key colonial documents.

Stage 2 – Assessment Evidence

Performance Task(s):

- Timeline of Colonial America: 1607-1775
- Colonial America Village Project
- Locate 13 Colonies on a Map
- Colonial America Person Wax Museum
- Colonial America Brochure
- Traditional Test
- New England Colonies Quiz
- Middle Colonies Quiz
- Southern Colonies Quiz
- Illustrate a colonist's daily life and hardships relating to religion, politics, and economics
- Simulation of New England Town Hall Meeting

Other Evidence:

- Dress up as a Colonial American
- Research Paper for Wax Museum
- Writing summaries from videos
- Exit Cards
- Novel Study during DEAR Time and Reading Class

Stage 3 – Learning Plan

Learning Activities:

- The students will be making an outline during the unit.
- The students will be using maps during the unit.
- The students will be watching videos and taking notes during the unit.
- The students will be writing a research paper for social studies and language arts.
- The students will be creating a time line.
- The students will be doing a Colonial America Novel Study.
- The students will be presenting a New England Town Hall Meeting.