

How do lands and places matter to people?

What happens when communities interact and why?

How do beliefs and values shape people's decisions? How do beliefs and values sustain groups and help them survive?

UNIT THROUGH LINES	LEARNING PROGRESSION
Enduring Understandings EU 1. Diverse civilizations flourished in North America for centuries before Europeans arrived. Like all human societies, Indigenous people created ways to live that were specialized for the environments they inhabited and often continue to inhabit today. Reciprocal relationship to the land was central. Their economies, belief systems, methods of government and forms of knowledge were foundational for the history of the United States. EU 2. The lands and places of North America mattered differently to Europeans: ownership of land was central. Starting in the 16th century, European empires competed for land, wealth and natural resources on the continent. Their actions set newcomers and Indigenous inhabitants on a path toward conflict; but cooperation, exchange, and peaceful negotiation sometimes occurred. EU 3. British colonists and their colonies were shaped by the cultures and places they came from, the Indigenous people with whom they interacted, and the lifeways that were possible in different regions of the continent. In the New	North America's Indigenous Societies Before 1500 3 Lessons How did the places they lived matter to the many Indigenous societies of North America? How do they still matter to Indigenous people today? - L 1. Describe and analyze historical artifacts in order to make preliminary guesses about a Native American society before Europeans and about our own society. - L 2. Describe, orally and in writing, something an Indigenous artifact from a particular region can tell about how people lived there. - L 3. Explain the diverse lifeways of several North American Indigenous societies past and present. European Nations and Their "New World" Colonies 3 Lessons What changed and why when Europeans came to the Americas? - L 4. Generate questions and observations about an Indigenous and a European map of North America and compare them. - L 5. Analyze the motives of European nations seeking territory in North America by summarizing and comparing data from an informational text. - L 6. Identify consequences of early European settlements and the diverse empires that founded them based on the analysis of written primary sources. Britain's North American Colonies Before 1750 7 Lessons How were the North American colonies diverse, and what caused their differences? What were the early interactions between British colonists and Indigenous people like? What were the causes of cooperation or conflict between them? - L 7. Explain what colonies are and compare/contrast several examples from British North America. - L 8. Explain what colonies are and compare/contrast several examples from British North America. - L 9. Analyze how the choices made by Indigenous Americans and British colonists led to changing relations between the two groups over time. - L 10. Analyze how the choices made by Indigenous people and British colonists led to changing relations between the two groups over time.

England, Middle, and Southern colonies, they developed societies that were foundational for United States history. Their economies, labor systems, methods of government, and religious practices were diverse but shared some underlying beliefs and values.

EU 4. The enslavement of African people was present in all thirteen colonies. Slavery put conflict and injustice at the center of colonial life. African and African American people in the colonies never stopped believing in and struggling for freedom. People from Africa and their descendants preserved strong cultural elements of the places from which they came. These practices aided their survival and permanently changed the societies around them.

Practice Standards

- PS 2. Develop focused questions or problem statements and conduct inquiries
- PS 3. Organize information from multiple primary and secondary sources

Literacy Standards

- RI 1. Determine one or more main ideas of a text
- RI 4. Determine the meaning of academic and domain-specific words in a text
- W 1. Write discipline-specific arguments
- W 2. Write informative/explanatory texts
- SL 1. Engage effectively in a range of collaborative discussions

- L 11. Analyze and synthesize how Pocahontas bridged two worlds together — the Powhatan and the English — in an early colony of British North America.
- L 12. Describe the job type and work status of varied people in the thirteen British colonies and their economic contributions.
- L 13. Explain how sugar connected people and colonies in British North America by pointing to evidence in primary sources.

Slavery and the Struggle for Freedom in the Americas | 6 Lessons

How did African people survive and resist enslavement?

What role did European beliefs and values play in the origins of slavery?

- L 14. Explain the beginnings of the Transatlantic Slave Trade by analyzing maps, documents, and images.
- L 15. Describe how ideas about slavery developed, including how racist beliefs were used to justify the practice of slavery and how African people developed ideas and values of resistance in response.
- L 16. Explain how changes in laws gradually led to a slavery system in the American colonies that was race- and birth-based.
- L 17. Analyze artifacts and narratives from early African Americans to understand how they brought their African cultures to the Americas.
- L 18. Describe how enslaved people resisted their enslavement through uprisings with the Stono Rebellion as an example.
- L 19. Explain arguments and actions for ending slavery advanced by the earliest abolitionists of the British American colonies.

The British American Colonies in 1750 | 2 Lessons (Inquiry Cycle)

Did most people in the British colonies believe they were American in 1750?

- L 20. Determine whether most people living in the British colonies saw themselves as Americans circa 1750 by reading and organizing information from colonial character profiles.
- L 21. Determine whether most people living in the British colonies saw themselves as Americans circa 1750 by reading and organizing information from colonial character profiles.

Summative Assessment | 1-2 Days

Students will perform an assessment focused on the analysis of two primary sources relevant to central themes of the unit: one a visual image, the other a brief text passage (grade-level adapted). In Task 1, students will generate 4-5 new questions about a visual source, demonstrating familiarity with the kinds of questions that historians ask to investigate the past and demonstrating mastery of Practice Standard 2. In Task 2, students will analyze a primary text passage, utilizing historical thinking skills and a routine practiced over the course of the unit to answer a set of short-answer questions.