

Unit 7-1, Fall Semester: Adapting to Change

Alternate Specialized LEADS Unit

The theme "**Adapting to Change**" was selected for a 16-week interdisciplinary study of colonial settlement in North America and how it was influenced by the convergence of Europeans, Native Americans, and Africans. The goal of this unit is for students to recognize the contributions, sacrifices, adaptations, and compromises that were required to lay the foundation for growth and development. Throughout their learning, students will research the factors that led to and influenced the exploration and development of Colonial America. Student learning will also address the challenges that forced individuals to **adapt** to their new environments and ultimately change to create a colonial society. Students will read a variety of genres, including historical fiction, biography and nonfiction.

Please refer to LEADS Unit 7-1 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials (Adapting to Change)

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 7th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Hatchet, Gary Paulsen (DRA 40)
Where the Red Fern Grows, (DRA 60) by Wilson Rawls
Island of the Blue Dolphins (DRA 50) by Scott O'Dell

NOTE: ***If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.***

Guided Reading: Squanto: Friend of the Pilgrims, (DRA 34) Clyde Robert Bulla
Stone Fox, (DRA 38) John Reynolds Gardiner
Call of the Wild (DRA 34) (adapted) Jack London
The Library Card (DRA 40) by Jerry Spinelli

Guided reading novels are to be used after the teacher reads from the CORE and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

Social Studies Materials

American Reading Company's Colonial America Kit

The baskets of single titles (Social Studies component) are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts: (all 3rd-5th grade levels)

If You Sailed on the Mayflower

If You Were At The First Thanksgiving

If You Lived During Colonial Times

The Voyage of the Mayflower

William Penn: Founder of Pennsylvania

Who Was Sacajawea?

Science Materials

Water Titles: A Drop of Water (DRA 34)
Rain, Hail, and Snow (DRA 50)
The Water Cycle (DRA 40-50)

Titles for Experiments: Kids' Invention Book (DRA 34)
Oh Yuck: Encyclopedia of Everything Nasty (DRA 50-60)
Try It With Food (DRA 40)
Just Add Water (approx. DRA 40)

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

The following pages contain the LEADS Unit 7-1 "Adapting to Change", including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Seventh Grade Unit 1

Theme Overview

The theme "**Adapting to Change**" was selected for an eight-week interdisciplinary study of colonial settlement in North America and how it was influenced by the convergence of Europeans, Native Americans and Africans. The goal of this unit is for students to recognize the contributions, sacrifices, adaptations and compromises that were required to lay the foundation for growth and development. Throughout their inquiry, students will research the factors that led to and influenced the exploration, colonization, interaction and development of colonial America, and the challenges that forced individuals to adapt to their new environments and ultimately change to create a colonial society. Students will read a variety of genres, including historical fiction, biography and nonfiction. The thematic unit will incorporate language arts, science and social studies standards. Students will be able to work as individuals, teams and in small groups.

Driving Questions

- **What were the cultural, political and developmental differences among the Native American groups that existed prior to European exploration?**
- **What were the characteristics, institutions and interactions among the Native Americans, Africans and Europeans involved in North American colonies?**
- **How did the various institutions that emerged in colonial America reflect their European roots?**
- **How did the New World's environment influence colonial growth?**
- **How did advances in technology assist European settlers in the New World?**
- **How did natural phenomena such as disease influence the course of historical development and intercultural relationships and events in colonial America?**
- **What are the challenges that people face today as they adapt to changes in their lives?**
- **What kinds of changes present challenges for people today? How do they deal with them?**
- **How can a study of individuals in fiction and non-fiction help people understand how to adapt to changes in their lives?**

Core Curriculum Content Standards specific to this unit:

Science

This unit offers science teachers an opportunity to connect in various ways to the time period beyond the very obvious connection to the central theme of "Adapting to Change". Three of the science modules for 7th grade provide different perspectives for areas of alignment with the colonial experience; Animals, water, and Cells and Heredity.

5.10.8.B Human Interactions and Impact

1. Compare and contrast practices that affect the use and management of natural resources.

Animals and Cells and Heredity

5.5.8B Diversity and Biological Evolution

Compare and contrast kinds of organisms using their internal and external characteristics. Discuss how changing environmental conditions can result in evolution or extinction of a species. Recognize that individual organisms with certain traits are more likely to survive and have offspring.

5.5.8C Reproduction and heredity

1. Describe how the sorting and recombining of genetic material results in the potential for variation among offspring of humans and other species.

Cells and Heredity

5.5.6A1- Explain how systems of the human body are interrelated and regulate the body's internal environment.

5.5.6A 2- Identify and describe the structure and function of cells and cell parts.

5.5.6B1 - Describe and give examples of the major categories of organisms and of the characteristics shared by organisms.

5.5.6B2- **Compare and contrast** acquired and inherited characteristics in human and other species

5.5.6.C1- Describe life cycles of humans and other organisms.

Water

5.8.6 B Atmosphere and Water

1. Describe the composition, circulation, and distribution of the world's oceans, estuaries, and marine environments.

Social Studies

6.4.8C1- Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.

6.4.8C2- Trace the major land and water routes of the explorers.

6.4.8C3- **Compare** the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).

6.4.8C4- Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.

6.4.8C5- Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.

6.4.8C6- **Compare and contrast** historic Native American groups of the West, Southwest,

Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.

6.4.8C7- **Analyze** the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.

6.4.8C8- Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.

6.4.8D1- Analyze the political, social, and cultural characteristics of the English colonies.

6.4.8D2- Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherlands and colonial New Jersey.

6.4.8D3- Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.

6.4.8D4- Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.

6.4.8D5- Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.

6.4.8D6- Identify factors that account for the establishment of African slavery in the Americas.

6.4.8D7- Discuss Spanish exploration, settlement, and missions in the American Southwest.

Language Arts

The unique character of language arts allows incredible flexibility as to when one standard or another is emphasized. Most LAL standards must be considered **power standards**, meaning taught throughout the entire year through many literary works and across all content areas. Therefore, what follows is just a suggestion as to what you might emphasize with this unit. Also, please refer to the NJ Clarification of Standards Grade 7 located on the LEADS website.

3.2.7B3 - Write reports and subject appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.

3.2.7B4 - Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.

3.2.7D1- Gather, select, and **organize information** appropriate to a topic, task, and audience.

3.2.7D10 - State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.

3.2.7D11 - Present evidence when writing persuasive essays, examples, and justification to support arguments.

3.3.7B3 - Talk with others to identify and explore issues and problems.

3.4.7B2 - Exhibit proficiency in **integrating** oral reading with listening, writing, and viewing.

Materials

Possible core novels and/or authentic readings:

Hatchet by Gary Paulson **(E)**

Where the Red Fern Grows by Wilson Rawls **(E)**

The Ransom of Mercy Carter by Caroline B. Cooney **(A)**

The True Confessions of Charlotte Doyle **(A)**

Witch Child **(C)**

The Call of the Wild by Jack London **(C)**

Social Studies Text - A History of US - **Book 1** chs 4-12, 14-17, 19-23, 26-28, 32, 34, 37-39 **Book 2** chs 2-6, 8-14, 16-18, 21-22, 24-26, 31-33, 38-39

Science – *Modules B -Animals, Module C -Cells and Heredity, Module H -Water*

Guided Reading:

Island of the Blue Dolphins by Scott O'Dell **(E)**

The Library Card by Jerry Spinelli **(E)**

The True Stories of Pirates by Lucy Lethbridge(a collection of readings) **(C+)**

ILA Anthology (Prentice Hall) : "All Summer in a Day" P. 289-295, "Rip Van Winkle" P. 144-157, "Melting Pot" P.128-131, "I am a Native of North America" P.615-617 "Mother to Son" P.168, "The Courage that My Mother Had" P. 169, "The Hummingbird that Lived the Winter" P173-175

Expository Text - Articles from Encarta and/or Grolier, Newsweek, Time, National Geographic

Independent Reading/Research:

American Reading Company leveled readers - **Colonization**

Teacher Resources:

Hatchet:

<http://www.mce.k12tn.net/survival/hatchet/hatchet.htm>

Chapter by chapter question and activity teacher resource.

<http://www.sdcoe.k12.ca.us/score/hatch/hatchettg.htm>

Teacher cyberguide with appropriate resources

<http://eduscapes.com/newbery/88c.html>

Literature learning guide

Where the Red Fern Grows:

http://www.glencoe.com/sec/literature/litlibrary/pdf/where_the_red_fern_grows.pdf

Study Guide Excellent Resource

<http://www.greece.k12.ny.us/ath/library/teachers/ward/fern/tasks.htm>

Webquest

http://www.writingfix.com/YoungAdult_Prompts/Where_Red_Fern_Grows_word_choice.htm

Writing Activities

The Ransom of Mercy Carter

<http://www.randomhouse.com/teachers/guides/pdf/mercycarter.pdf>

Teachers Guide

Call of the Wild

<http://www.sparknotes.com/lit/call/>

Study Guide

<http://www.emints.org/ethemes/resources/S00000824.shtml>

Teachers Guide

Witch Child

<http://school.discoveryeducation.com/schooladventures/salemwitchtrials/story/story.html>

Salem Witch Trials

Colonial Resources

http://free.ed.gov/subjects.cfm?subject_id=109&res_feature_request=1

Audio-Visual

Movies (clips)

Where The Red Fern Grows

The New World

500 Nations

United Streaming

National Geographic Videos

Suggested Student Activities

Theme introduction activities:

Students will brainstorm the changes in school and family life that they encountered when entering middle school.

They will then consider the perspectives of their parents and new teachers (school personnel) and organize them into a graphic organizer.

Writing prompt: When and why do we change?

Tier 1 / Core Text activities:

Brainstorm background knowledge of early indigenous civilizations and European colonial powers

Brainstorm background knowledge of role of diseases and how they impact society and specifically in Europe (1000 – 1500 CE)

Preview critical vocabulary by building content-based word walls. For example, in Social Studies: indigenous, colonial etc

Write a persuasive essay indicting (defending) Columbus on his role in the genocide of Caribbean Indians (the Tainos).

Short Term Projects that could result in a long term PBL of a Native American "learning" culture box

1. Create a map of North America labeling the six key regions (West, Southwest, Northwest, Artic and sub-Artic, Great Plains and Eastern woodlands), key geographical features and the Native Americans that inhabit(ed) the area.
2. Research information about your assigned Native American group.
3. Organize key information about the Native American group into a chart.
4. Create a timeline to illustrate how the Native American group changed over time.
5. Compare and Contrast the Native American group's past and present.
6. Design an informational poster depicting the Native American group.
7. Create an artifact that represents the Native American group for the culture box
8. Create a learning guide to accompany the culture box.
9. Create the culture box that will symbolically represent the Native American group and house all of the short term PBLs.

Short Term Projects that could result in a long term PBL of a powerpoint of the major elements of a successful colony.

1. Create a map tracing the land and water routes of European explorers.
2. Research your assigned colony and record the information onto appropriate graphic organizers.
3. Create a timeline showing the growth and development of the colony.
4. Create a map of the colony, including major geographical features.
5. Write a dialogue between colonists and either the Native Americans of the area or African Americans (free or enslaved)
6. Create the colonial powerpoint that includes a map, aspects of European colonization, interactions with Native Americans and African Americans, religion, government and the economy.

Short Term Projects that could result in a long term PBL of a water, pollution and ecosystems website.

1. Create a map of colonies that emerged near salt and fresh bodies of water.
2. Research animals, fish and other resources that are indigenous to areas of colonial settlements and record the information onto appropriate graphic organizers.

3. Debate whether fresh or salt water provides more resources for new communities.
4. Research the impact of colonial lifestyles on the pollution of ecosystems; and design a persuasive poster encouraging citizens to preserve the environment.
5. Research diseases of the early colonies; their impact on the colonies and indigenous peoples and the relationship of those diseases with water use (misuse).
6. Create a lab that will test the purity of local water.
7. Research local water pollution issues and write a letter to the editor of the local newspaper advocating for more environmental control and oversight.

Other possible Long Term PBLs

1. Create a mock town meeting at which contemporary issues/problems of colonists will be dealt with.
2. Hold a mock trial indicting Columbus, the men in his charge, Spanish monarchy, Tainos, the system of Empire.
3. Create a model city simulating how a cell works, based on the parts of a cell (i.e. the nucleus is the mayor's mansion, the mitochondria would be the power system that provides energy to the city)

Assessments

Informal daily observations

Writing Conferences

Anecdotal Notes (Guided Reading and Guided Writing)

Rubrics:

Writing Rubric

Speaking Rubric

Oral Presentation-Dramatization

Open Ended Scoring rubric

Final Project: