

Seventh Grade Unit 1

Theme Overview

"**Adapting to Change**" was selected for an eight-week interdisciplinary study of colonial settlement in North America with an emphasis on how the convergence of Europeans, Native Americans and Africans influenced those settlements. The goal of this unit is for students to recognize the contributions, sacrifices, adaptations, and compromises that were required to lay the foundation for the growth and development of the colonies. Students will research the factors that led to and impacted the exploration and development of colonial America. They will examine the challenges that forced individuals to adapt to their new environments and understand how those adaptations led to the creation of a colonial society. The thematic unit will incorporate language arts, science and social studies standards. Students will be able to work as individuals, on 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 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?**
- **How did explorers of the New World adapt to the social, cultural, and geographical challenges they faced while searching for new trade routes, and why were they willing to do so?**
- **How can a study of individuals in fiction and non-fiction help people understand how to adapt to changes in their lives?**

New Jersey Core Curriculum Content Standards specific to this unit:

Language Arts Teachers:

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographic location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. . The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

6.1.8.A.1.b. Determine the influence of Native American governments on the creation of the United States Constitution and development of American democracy.

6.1.8.B.1.a. Explain how the spread of human societies occurred due to geography, migration and settlement patterns in the Americas

6.1.8.B.1.b. Relate the effect of geography and the environment on the work and lifestyles of various Native American societies.

6.1.8.B.1.c. Analyze the world (1400-1750) in spatial terms using historical maps to determine settlement patterns.

6.1.8.B.1.d. Explain how competition among the European countries and Native American nations for control of land in North America led to alliances and conflict.

6.1.8.C.1.a. Relate the role of agriculture to the survival and economic prosperity of Native American societies.

6.1.8.C.1.b. Judge how the concept of communal property affected the division of labor and lifestyle of Native American groups.

6.1.8.C.1.c. Determine the role of innovative ideas and economics on European exploration.

6.1.8.C.1.d. Analyze the impact of triangular trade from multiple perspectives.

6.1.8.D.1.a. Summarize the contributions and influence of Native American institutions and civic life on past and contemporary societies.

6.1.8.D.1.b. Explain why Native American societies had some **common elements**, yet differed in their cultural practices and political systems.

6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.

6.1.8.B.2.a. Speculate why explorers were willing to confront significant challenges in search of new trade routes.

6.1.8.C.2.a. Analyze the costs and benefits of economic opportunities and freedom in the colonies.

6.1.8.D.2.a. Compare and contrast the reasons individuals and groups of people came to the New World to those of present day immigrants.

6.1.8.A.3.b. Explain why the Declaration of Independence was written and the effect it has had on American history.

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.

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 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: