

# Unit Planner

Overview			
<b>Subject:</b>	Social Studies	<b>Topic:</b>	Exploration and Colonization
<b>Unit Overview:</b>	This unit analyses the role exploration and colonization played in settling North America. It addresses concepts of exploration, colonization, contact and differing ways of life through studies of European exploration of North America. Students will learn about North America's first peoples and how their traditional practices changed with European expansion. Students will consider how past actions affect present international relations and how these transcending concepts could play a role in the 21 <sup>st</sup> Century world.		
<b>Grade:</b>	8		
<b>Unit Duration:</b>	4-5 weeks	<b>Date:</b>	January 5 2017

## Stage 1 – Desired Results

### Big Ideas

Exploration, expansion, and colonization had varying consequences for different peoples.

## Core Competencies

#### Communicating:

- Collaborate to plan, carry out and review constructions and activities
- Acquire, interpret and present information

#### Thinking:

- Develop ideas
- Analyse and critique
- Question and investigate

#### Personal Social:

- Solving problems in peaceful ways

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Exploration Colonization First contact	<b>Students will understand that...</b> <ul style="list-style-type: none"> <li>• societies have complex organization</li> <li>• conflicting world views can lead to conflict</li> <li>• historical events influence present day</li> </ul>	<b>Students will be able to independently use their learning to...</b> <ul style="list-style-type: none"> <li>• question how relationships and political events shape our world</li> <li>• assess conflicting ideas on culture and progress</li> </ul>	<b>Students will keep considering...</b> <ul style="list-style-type: none"> <li>• what the relationship is between conflict and progress?</li> <li>• what makes a culture appealing</li> </ul>

## First Peoples Principles

Learning recognizes the role of indigenous knowledge.

Learning involves recognizing the consequences of one's actions.

Learning is embedded in memory, history, and story.

→ **Alignment Check:** ←

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Compare a range of points of view on an issue</li> <li>Draw conclusions about a problem or issue</li> <li>Plan, prepare, and deliver a presentation on a selected topic</li> <li>Compare maps of early civilizations with modern maps of the same area</li> <li>Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue</li> <li>Explain different perspectives on past or present people, places, issues and events and compare the values, beliefs of human cultures and societies in different times and changes</li> </ul>	<p><b>Students will know that...</b></p> <ul style="list-style-type: none"> <li>French, English, Spanish and/or Portuguese empires and spheres of influence in 16<sup>th</sup> to 18<sup>th</sup> centuries as compared to current map of world</li> <li>Beliefs held by Europeans about religion and politics</li> <li>Traditional First Nations cultures and traditions and lifestyles across North America as compared to indigenous civilizations across the world (e.g. Africa, India, Australia)</li> <li>Explorers had complex symbiotic relationships with First Nations across North America (e.g. Port Royal, Louisbourg, Fur Trade)</li> <li>Colonies were formed on traditional aboriginal lands without the permission of First Nations governments</li> <li>Foundations, conflicts, culture and politics in French and British North America (e.g. Settling of Quebec, Seven Years War, Royal Proclamation)</li> </ul>

**Stage 2 – Evidence: Assessing for Understanding**

**Assess: Understanding**

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

**AUTHENTIC PERFORMANCE TASK: Assessing for Understanding**

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

G R A S P S	
Goal	Students will understand the motivations and consequences of colonization and recognize the multiple forms in can take even in modern times.
Role	Colonizer or colonized citizen on an imaginary island
Audience	The inhabitants of the opposite island.
Situation	<p>Hypothetical colonization of an already-inhabited island, due to climate change migration...</p> <p>Half the class is given the following situation:</p> <ul style="list-style-type: none"> <li>You live on an island in the Pacific. Water levels are rising and half the island is under water; scientists predict that within 20 years, the whole island will be submerged. You and your family decide to move to a neighboring island. However, another community already lives there. The other island speaks a different language, has a lifestyle based off the land and does not use 21<sup>st</sup> century technologies. The island has all the resources you need to survive.</li> </ul> <p>Half the class is given the following situation:</p> <ul style="list-style-type: none"> <li>You live on a small island. One day, a community from a neighbouring community arrives who does not speak your language. You understand they want to move to your island but you don't know why. The island has all the resources you need, but not extra and you manage them</li> </ul>

**OTHER EVIDENCE: Assessing for Knowledge and Skills**

Students will show they have acquired Stage 1 knowledge and skills by:

Content quizzes

Paragraph writing assignments

Group research project on exploring / colonizing European nations and colonies (M)

- In pairs students choose a European country (empire) and a colonized country to compare: goals of colonizing nations, traditions of indigenous peoples in that country, results of contact (political, cultural), etc.
- Have students integrate primary sources and historical maps
- Students present raw facts to teach the rest of the class about their topic
- Students present to class in gallery-walk (half the class presents, while the other half listens, then switch)
- Whole class prepares assignment (e.g. journal entry, video recording, mind map, blog post, etc.) comparing and contrasting experiences of colonization across the world, as presented in class project

	very carefully so they last the year and stay intact. You know they have a different way of living and you are apprehensive about changing your lifestyle.
Performance or Product	<p>21<sup>st</sup> Century Colonization Project</p> <p>Group A: Write a policy outlining how you will do the following:</p> <ul style="list-style-type: none"> <li>• Make first steps to approach the community on the island and explain why you are there</li> <li>• Arrange to have 21<sup>st</sup> century technology (Internet, electricity, running water) brought to the island, without undoing the lifestyle island residents already have</li> <li>• Reach an agreement to live on the island in peace. How would the decisions you negotiate affect the future of the island?</li> </ul> <p>Group B: Write a policy outlining how you do the following:</p> <ul style="list-style-type: none"> <li>• How do you communicate with the newcomers?</li> <li>• How do you make them understand your needs and your lifestyle on the island?</li> <li>• How do you preserve the resources you rely on?</li> <li>• Are you willing to share the island with them? Why or why not? How could you reach an agreement with them to share the island?</li> </ul> <p>Debates:</p> <p>Students prepare their “policy solutions” independently (written assignment) and come to class prepared to debate with a peer. Two by two, students record their debates and submit them for oral evaluation. Each pair must present their arguments for each side and come to an agreement for inhabiting the island.</p> <p>Group debrief (discussion, or follow-up journal assignment)</p> <ul style="list-style-type: none"> <li>• How did this experience change your understanding of what we have learned about European colonization?</li> <li>• What aspects of European colonization could have been changed to make it more fair?</li> <li>• How would the world look different today if a different process had taken place during European colonization?</li> </ul>
Standards	Project to be evaluated with a rubric, which would evaluate: in-class debate, policy outline, arguments presented, comprises suggested, etc.
Differentiation	Students have a choice of how to present their findings. (Possible formats: policy proposal (formal report), multimedia presentation, video.)

### Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<p><b>Quiz evaluation:</b></p> <ul style="list-style-type: none"> <li>• Can be open book and based on big ideas / essential questions (synthesis) rather than fact-based recall.</li> </ul> <p><b>Paragraph writing:</b></p> <ul style="list-style-type: none"> <li>• Scaffold assessment with feedback on thesis statements, paragraph outlines, practice arguments.</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Geography extension/ mapping skills: Students create (3D model, online, or draw) the island, including natural resources found on it, geographic location in relation to other landmarks, location of settlement, etc.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>• Students present one part of the project (oral debate OR written report)</li> </ul>

**Possibilities for paragraph expansion:**

- Peer review paragraphs
- Create rubric with students; have students self-assess

**Possibilities for project expansion:**

- Study culture of indigenous groups around the world (e.g. music, food, religious traditions, etc.)
- Have students create map of the world during age of exploration to show specific information. E.g. natural resources, migration patterns, languages, etc.

**Project evaluation:**

Develop rubric to assess research skills (quality of sources)

- Written report is submitted in alternative form (drawing or mind map)

**Evaluation:**

- Develop rubrics to assess this project. Suggested evaluation branches: oral debate, policy proposal, realistic suggestions for compromise between two communities.

### Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

**LEARNING EVENTS:**

Teachers should consider the following aspects when creating lesson plans from each of these activities: WHERE TO:

Where: are we going in this lesson? Why? What is expected of my students during and after this lesson?

How: will I hook and hold student interest during this lesson?

Equip: How will I equip students for expected performances? How will I make sure to teach the foundational skills so that they can understand and complete tasks?

Rethink and Revise: How will I help student reflect, rethink and revise their ideas, writing, and tasks?

Evaluate: How will students self-evaluate and reflect on their learning after each lesson/task?

Tailor: How will I tailor learning to varied needs, interests and styles? (e.g. refer to the NVSD Adaptations Checklist).

Organize: How will I organize and sequence the learning in each lesson and transition to a new lesson?

**The Learning Events should always be prefaced by focusing on the essential questions:**

- How do conflicting ideas affect progress?
- What makes one culture seem more appealing than another?

**STAGE 1: Introduction (Lesson 1)**

1. Begin with entry question and define colonialism and exploration with students within historical and current context. Does colonialism exist today? In what form? How have colonialism and exploration shaped our world in the past? (M)
  - a. Possible formats: brainstorm as a group, personal reflection and share, group mindmap, etc.
2. Introduce students to unit goals and final projects. (M)

**STAGE 2: Europe in the age of Exploration (Lessons 2-8)**

3. Students study colonizing nations in 14-16<sup>th</sup> century Europe: which nations in Europe funded exploration? What was their goal? How did they travel? What beliefs did they hold of the world? (A)
  - a. Use combination of class textbook, online sources, independent research on specific questions (e.g. which countries did France colonize? What resources did India provide Britain?)
  - b. Give quizzes for content knowledge (A)
4. Students analyze primary sources from age of exploration and analyze their signification for historical study. (e.g. paintings, journals) (M)
5. Students study historical maps of the world and compare information on different maps: spheres of political information, resources, languages, geographic information (M)
  - a. Consider information that can be included on different types of maps
  - b. compare maps as geographic tools and as historical documents
6. Give quiz or in-class assignment (evaluated) for primary source analysis competency (M)
7. Workshop thesis statements in class. (MT)
  - a. Review/ teach what makes a good thesis statement
  - b. Students develop learning questions about topics they have studied so far (e.g. what key differences in world views were most influential?)
  - c. Students draft thesis statements in response to these questions and self and peer evaluation in groups in class

**STAGE 3: Canada's First Nations Pre - Contact (Lessons 9-12)**

8. Students study indigenous cultures across Canada pre-contact. (A)
  - a. Topics to consider: What resources were available to nations across the country? How did different nations use the land? How did language, cultural traditions and politics vary between nations?
  - b. Possible activities: project to compare cultural traditions across the country, case study on different nations across the country, source analysis of different nations, etc.
9. Students consider aspects of First Nations culture we see integrated into society today. Is this done in a meaningful way? How are First Nations traditions and cultures perceived today? (MT)

**STAGE 4: First Contact (Lessons 13-16)**

10. Students study first contact between French and English settlers and North American First Nations. (A)
  - a. Topics to consider: Cartier's travels, Champlain and founding of Quebec, conflicts between French settlers and Iroquois nations, establishment of the fur trade (HBC and NWC), economic systems between fur traders and first nations, founding of Métis communities, migration of nations away from European colonies (e.g. Huronia and Quebec city)
11. Students consider how these interactions may have varied among different colonizing nations. Use mind map, group brainstorm, or carousel, etc. (M)

**STAGE 5: Research project (Lessons 17-21)**

12. Introduce pairs research project on colonizing nations. (AM)
13. Students present research findings to class in gallery walk format (one student presents, one student tours other presentations, switch)
14. Have students compare and discuss peer presentations. (MT)
  - a. Questions to consider: What differences and similarities do we see in colonization? What were the goals of European nations? What is the role of former colonies today? How were interactions indigenous peoples and Europeans similar or different around the world?

What influenced these differences?

15. Teach/ review historical paragraph structure (A)
16. Students write paragraph based on topics studied. MT
  - a. Possible topics: which European country was most successful at colonizing? What role did colonization play in establishing today's world map? What makes colonization successful? Is colonization necessary for political advancement?

#### STAGE 6: Colonization project and conclusion (Lessons 21-25)

17. Introduce 21<sup>st</sup> Century colonization project (T) (see description above)
  - a. Students create and hand in written policy draft
  - b. In pairs, students debate in class (presentation of project), record their debate and submit oral recording to teacher for evaluation.
  - c. Students peer evaluate their partner's arguments and provide feedback in class.
18. Conclude the unit with discussion and debrief. Questions to consider:
  - a. How did this experience change your understanding of what we have learned about European colonization?
  - b. What aspects of European colonization could have been changed to make it more fair?
  - c. How would the world look different today if a different process had taken place during European colonization?
  - d. What steps can we take today to reconcile failed colonization attempts?

#### Resources:

##### Websites:

Age of Exploration handout <http://wdhs.davidson.k12.nc.us/common/pages/DisplayFile.aspx?itemId=1534894>  
 Peoples of BC map <http://www.bced.gov.bc.ca/abed/images/map2.jpg>  
 HBC Teaching resources <http://www.hbcheritage.ca/hbcheritage/learning/teacher-resources>  
 National humanities centre <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text1/text1read.htm>  
 Nova Scotia Digital collections <http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/neo-ecossaise/en/regions.htm>  
 Newfoundland Heritage <http://www.heritage.nf.ca/index.php>

##### Primary sources:

Age of discovery map: [http://www.lib.utexas.edu/maps/historical/shepherd/explorer\\_map\\_shepherd.jpg](http://www.lib.utexas.edu/maps/historical/shepherd/explorer_map_shepherd.jpg)  
 McCord Museum Collection: <http://www.mccord-museum.qc.ca/en/keys/collections/>  
 Canadian Archives <http://epe.lac-bac.gc.ca/003/008/099/003008-disclaimer.html?orig=/100/205/301/ic/cdc/F/Alphabet.asp>  
 BBC Archives <http://www.bbc.co.uk/archive/keywords/>

##### Books :

Textbook: Pathways, Michael Cranny  
 Textbook: Crossroads: A meeting of nations, Michael Cranny  
 Weslandia, Paul Fleischman  
 Raven Steals the Light, Bill Reid.

##### Other:

National Geographic Map Maker [http://nationalgeographic.org/education/mapping/outline-map/?ar\\_a=1](http://nationalgeographic.org/education/mapping/outline-map/?ar_a=1)  
 Bibliography resource: <http://www.citethisforme.com>

### Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?