

## 6<sup>th</sup> Grade Social Studies

### 1. unit 6 [A,B,C.] Uniqueness of the Regional Colonies

#### **Unit Title: Uniqueness of Each Colony. The regional Differences**

**[A] Northern, [B] Middle, [C] Southern**

**Time Frame: 1 week each. Teachers: Olman /Florio/**

#### **Unit Summary and Rationale:**

The colonies were each very distinct and each had their own personality. They were also regional, Northern, Middle and Southern. All had economic incentives to promote slavery and used enslaved people for profit. This is a perfect application of the 5 areas of social studies, we can learn about each colony and area by examining history, civics, economics, sociology and geography through the lens of slavery.

#### **Unit Standards: Common Core**

RH-1 CITE SPECIFIC TEXTS

RH-2 DETERMINE CENTRAL IDEAS

RH-7 INTEGRATE VISUAL INFORMATION

WHST-1 WRITE FOCUSED ARGUMENTS[B] SUPPORT CLAIMS WITH LOGICAL REASONING,[C] USE WORDS, PHRASES, TO CREATE COHESION,[E] PROVIDE CONCLUSION.

WHST-2 WRITE INFORMATIVE EXPLANATORY TEXT

WHST-4 PRODUCE CLEAR AND CONSISTENT WRITING

WHST-5 WITH GUIDANCE AND SUPPORT FROM PEERS AND ADULTS STRENGTHEN WORK

WHST-9 EVIDENCE FROM INFORMATIONAL TEXTS

NJ standards: 6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities both during the Colonial era and today.

B. Geography, People, and the Environment 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

C. Economics, Innovation, and Technology 6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems. 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

D. History, Culture, and Perspectives 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess

the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.  
 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit X Students will demonstrate independence.

X Students will value evidence.

X Students will build strong content knowledge

- Students will respond to the varying demands of audience, task, and discipline

X Students will critique as well as comprehend

- Students will use technology and digital media strategically and capably
- Students will develop an understanding of other perspectives and cultures

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| <p><b>Essential Questions:</b></p> <p>Can we organize colonies into groups by defining them with the five areas of social studies, using the lens of slavery to compare and contrast?</p> <p>Should all regions share the guilt?</p> <p>Was the North unduly spared the stigma related to slavery by historians shifting the historical perspective to the timeframe during the mid-1800s+, while under-emphasizing the role of slavery during the earlier colonial period from 1640-1800?</p> | <p><b>Big Ideas:</b></p> <p>Everything we learn about the people and cultures of the colonies of North America can be examined by the use of all areas of social studies in order to explain the drive to found and populate colonies. It becomes very clear that slavery plays an important role in each of the regions, but we seem to value each region differently. Should we; why or why not? There has been an ever growing movement by historians and archeologists to uncover the truth about the Northern, or New England colonies' role in the proliferation of slavery. It will be our task to research and decide the culpability of the Northern colonies</p> |
| <p>Learning Tasks:</p> <p>peer group discussions</p> <p>movies and well organized notes</p> <p>Reading Tasks:</p> <p>Reading and discovery of primary documents.</p> <p>Writing Tasks: Cornell Notes</p>   | <p>Skills:</p> <p>Oral participation</p> <p>Advanced thought and application of big ideas.</p> <p>Interpretation of primary documents researched and submitted by students</p>   |

Essays:

- 1] Slave's lives in the New England Colonies.
- 2] Economic, historic, civic, geographical, and sociological reasons that justified enslaving whites, blacks and Indians

Discussion Tasks: Seminar style student led discussions and debates.

Language/Vocabulary Tasks:

**Key Terms/Vocabulary:** fervor, settlement, colony, plantation, region, subsistence farming, surplus, governor, tolerance, possessed, discontent, devout, zealous, corrupt, persuasive, indigo, racism, debtor

**Academic Vocabulary:** Netherlands, Holland, Dutch, colonization, indentured servant, slave, cash crop, legislature, proprietary and royal colony, Puritan vs. Pilgrim, Biblical Law, Roger Williams, Thomas Hooker, Anne Hutchinson, Salem Witch Trials, Quakers, cash crop, royal colony, Mason-Dixon Line, Tidewater Plantation, Middle Passage

**Assessments: Assessments:**

**Diagnostic: Pre-test.** List the names and locations of the northern colonies. And guesstimate the percentage of slaves in the New England and Northern colonies

**Formative:**

Writing notebooks for open ended extended response

Map project to reflect the geographical region historically and currently.

Read various handouts and analyze their validity

**OEQs ...1]** Were the New England colonies profiting from the slave trade and enslaved people?

2] Did the magnitude of slavery in general, and the role of New England Puritans in that enslavement, surprise you?

Graded with rubrics.

**Summative:**

End of unit oral discussion, class participation

Pre-test, Class participation, written essay on slavery in the colonies, and quiz on the colonies.

**Learning Activities:**

Debate and discussion, Class participation

**Some suggested Resources/Text Selections:**

[http://www.salon.com/2015/07/29/seret\\_history\\_of\\_a\\_north\\_ern\\_slave\\_state](http://www.salon.com/2015/07/29/seret_history_of_a_north_ern_slave_state)

**Research project with MLA citations**

[how slavery was written into new jersey's dna/](#)

**Maps and movies.**

<https://revisionisthistory.org/page1/page3/page3.html>

**Cornell Note taking**

<https://chnm.gmu.edu/cyh/teaching-modules/141><https://chnm.gmu.edu/cyh/case-studies/57>

<http://onpoint.legacy.wbur.org/2008/05/16/children-of-the-new-england-slave-trade>

<https://www.nationalarchives.gov.uk/documents/education/childhood-slavery-contextual-essay.pdf>

<http://www.warrencountyschools.org/userfiles/1635/Classes/13760/slavery%20in%20new%20england.pdf?id=531950>

<http://slavenorth.com/slavenorth.htm>

[http://archive.boston.com/bostonglobe/ideas/articles/2010/09/26/new\\_englands\\_hidden\\_history/](http://archive.boston.com/bostonglobe/ideas/articles/2010/09/26/new_englands_hidden_history/)

<http://userpages.umbc.edu/~bouton/History407/SlaveStats.htm>

**Additional Notes:**

**Students must learn to take good notes. Model Cornell Notes on board. Make sure students understand the time frame. Colonies took years to develop and each for very different reasons. Know the different countries involved; Sweden, France, Spain and the Netherlands, as well as England**