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| **NC Essential Standards** |
| * G.1.2-**Understand** the human and physical characteristics of regions in North Carolina and the United States
* H.2.1-**Explain** the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.
* C.1.3- **Summarize** the contributions of particular groups to the development of North Carolina and the United States.
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| **Key Understandings** To deepen the student’s understanding  | **Key Knowledge** Knowledge needed to deepen student’s understandings  |  |
| * The physical features of the New England, Middle, and Southern colonies impacted the way humans interacted with the environment.
* Economic hardships and social conflicts hindered the development of the early colonies.
* Colonial governing styles and varied religious beliefs influenced the creation of our current systems of government.
* The diversity of beliefs and traditions in the colonies generated tensions and growth among the colonies.
 | **Geography of Colonization** ***New England Colonies:*** * **Climate & Geography**: farthest north; colder (short & warm summers); hills with rocky soil
* **Natural Resources:** fish; whales; trees; furs
* The colonists made the most of their cold climate, challenging geographical features and natural resources by trading amongst the colonies and overseas.

***Middle Colonies:*** * **Climate & Geography**: temperate climate with warm summers and cold winters; deep ports
* **Natural Resources:** fertile land (barley, wheat, oats, rye, etc.) aka “The Breadbasket”
* The colonists made the most of their temperate climate, deep ports, and fertile soil by trading amongst the colonies and overseas.

***Southern Colonies:**** **Climate & Geography:** warmest climate with long, hot summers and short, mild winters;; land elevation ranges from mountainous to flat areas
* **Natural Resources:** fertile land (cotton, tobacco, etc.); swampy (rice); trees
* The colonists made the most of their warm climate, long growing season, and varying soil types by trading amongst the colonies and overseas.

**History & Culture of Colonization** Settlers at Jamestown suffered a period of hardship known as the Starving Time.Some European settlers (Puritans, Separatists, Quakers) came to the New World in search of religious freedom. There were similarities and differences in the governing styles in the colonies.North Carolina was settled by immigrant groups (Moravians, Highland Scots, Scots Irish, Germans) with various beliefs (sectionalism) and practices. |  |
| **Key Skills** At the end of this unit, your student should be able to: | **“Learning Checks”** Questions Parents Can Use to Assess Understanding |
| **Compare** **(to examine the character or qualities of especially in order to discover the resemblances or differences)** * The thirteen colonies based on regional differences.
* Beliefs and motives of the various religious groups who settled the New World.
* Different governing styles in the colonies.

**Connect (to join or link together; to associate mentally)*** Different colonial regions to modern cities and other historical landmarks.

**Recommend** **(to present as worthy of confidence, acceptance or use; to mention favorably)*** Which colonial region would be best to settle in and describe its characteristics.

**Identify (to establish, to determine)*** The causes and effects of the Starving Time.

**Describe (to represent or give an account of in words)*** How religion shaped the governments of the various colonies.
* How the location and geographic features of each colonial region caused growing tensions.

**Define (to explain or identify the nature or essential qualities of)*** The various immigrant groups that came to North Carolina during colonization and their reasons for settling.
 | * How do humans interact with the physical features of different regional environments?
* What factors help or hinder settlement and development?
* What factors impact the formation of our current system of government?
* How does diversity impact relationships?
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|  **“6 Facets of Understanding”** |
| **Explain:** it in their own words. Represent it in a different form. Teach it to someone else. Make and support an inference. *Students can… (connect, describe, persuade, explain, inform,justify, prove, show, teach)...* |  |
| **Interpret:** Make meaning from a text or data set. See and describe patterns. Make new connections.*Students can… (analyze, illustrate make sense of, interpret, represent show, reveal)...*  |
| **Apply:** Use and transfer their learning effectively in a new situation. *Students can… (create, decided, guide, use, construct, design, coach, perform, debug, demonstrate propose, solve)...* |
| **Shift Perspective:** Recognize different points of view. See the “big picture.” Take a critical stance.*Students can… (compare,evaluate,critique debate, test, shift perspective, consider the various views)..*  |
| **Empathize:** Get ”inside” another person's world view. Recognize merit in the odd, unorthodox, or unfamiliar. *Students can… (empathize with, walk in the shoes of, imagine**entertain the possibility that)..*  |
| **Self Assess:** Realize their strengths and weakness. Recognize the limits of their own understanding. Reflect on their learning and actions. *Students can… (adjust, reflect upon, recognize their habit, revise, self assess)...*  |