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| **NC Essential Standards** | | |
| * **Explain** how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States. * **Understand** the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up). * **Summarize** the literal meaning of historical documents in order **to establish** context. | | |
| **Key Understandings**  To deepen the student’s understanding | **Key Knowledge**  Knowledge needed to deepen student’s understandings |  |
| * North Carolina has four distinct regions that vary in human and physical characteristics. * United States has five major regions that vary in human and physical characteristics. * The location and geographic features in North Carolina and the United States presented opportunities and challenges for the movement of people, goods, and ideas throughout history. * Migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times. * Various groups brought with their own beliefs, practices, and traditions that hence, influenced the development of North Carolina and the United States. | The regionsof North Carolina (Mountains, Piedmont, Coastal Plains, Tidewater) influenced the development of specific societies within those regions.  The **regions** of the United States (Southwest, Southeast, Midwest, Northeast, Northwest) influenced the development of specific societies within those regions.  The Native Americans were the first peoples in the New World and over 30,000 years ago, these peoples arrived in North Carolina.  Major Native American tribes in North Carolina included the Catawba, the Cherokee, the Creek, the Croatan, and the Tuscarora.  The English, Spanish, and French each sent a series of expeditions to North America in search of new lands and resources.  The 3 motives for exploration in North America were God, Glory, Gold.  Christopher Columbus was one of the first European explorers to the New World and is credited in beginning the Columbian Exchange.  The **Columbian Exchange** involved the trade of numerous animals, foods, ideas, people (including African slaves), plants and diseases between Europeans and American Indians.  The British sent three expeditions to the New World before they established the first permanent colony, Jamestown, VA in 1607 after the tragic loss of the **Lost Colony** in the late 1580s.  **Essential Vocabulary:** region, climate, weather, economy, culture, expedition, exploration, mercantilism, New World, Old World, colony |  |
| **Key Skills**  At the end of this unit, your student should be able to: | **“Learning Checks”**  Questions Parents Can Use to Assess Understanding | |
| **Identify (to establish; to determine)**   * the four North Carolina regions * the five United States regions * the physical and human characteristics that define those regions * the four main North Carolina tribes   **Understand (to grasp the idea of; comprehend)**   * maps to explain data and draw conclusions * the impact of the Columbian Exchange in the United States and the World   **Explain** **(to make known in detail; to make plain or clear)**   * geographical features that present challenges and opportunities in the movement of goods and people   **Summarize (a brief statement about the main points; objective)**   * European exploration of the New World motives * the successes and failures of the three British expeditions   **Analyze (to examine critically, so as to bring out the essential elements)**   * primary images to describe the Native American culture | * How does the geographical diversity impact the movement and lives of people in North Carolina and in the United States? * What motivates civilizations to explore, settle, and conquer new lands? * How has the blending of distinct cultural groups, both native and not, shape the American experience? | |
| **“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)...* |