



Early America: Settlement and Colonization (2 Weeks - Classes 5-6)

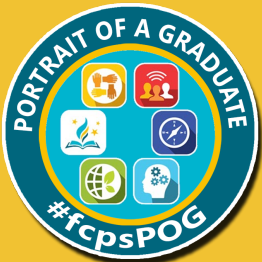
[Link to Course Overview & Pacing](#)

**Purpose:** The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a **“backward design”** approach to teaching and learning resulting in a performance assessment using the: [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

<a href="#">Unit Overview</a>	<a href="#">CRP and SEL</a>	<a href="#">Instruction and Assessment</a>	<a href="#">Scaffolds and Supports</a>	<a href="#">Unit Specific Content Resources</a>	<a href="#">Unit Specific PBA</a>
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Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.



**POG Skills for This Unit**

Identify which POG [attributes & skills](#) and Standard 1 Skills in [History](#) or [Government](#) students will develop in this unit.

<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>
<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>

**What Evidence of Learning Examples for This Unit**

In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

**Identify what evidence students can use in this unit below**

To increase student ownership of POG and Standard 1, [consider these practices!](#)

To learn more on presentations of learning and student feedback, [click here!](#)

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## Unit Overview

### Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on Early America is a study in interactions and power.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

### Unit VDOE Standards

- **VUS.2.** The student will apply social science skills to understand the impact of the Age of Exploration
- **VUS.3.** The student will apply social science skills to understand early European colonization

### Unit Priority Standards

- **2.b-** Students will apply social science skills to understand the impact of the European Age of Exploration by analyzing the cultural interactions among American Indians, Europeans, and Africans, with *a focus on the influence of power, position, privilege, and/or agency* in the development of the 13 colonies.
- **DI.10-** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- **JU.14-** Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

### VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.  
Teachers should preview resources before use to prepare students.  
Resources can also be used to build teachers' subject matter knowledge.**

**2a.** The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free blacks and for the treatment of enslaved people

[Invisible Threads of Gender, Race, and Slavery - Originations of Slave Code](#)

Published by African American Intellectual History, this article contains many primary sources and analysis of the origins of the Slave Codes.

[Crash Course Black American History- Slave Codes](#) Slave codes were a method of protecting the investment of white enslavers in the Colonies by restricting the lives of enslaved people in almost every imaginable way. The codes restricted enslaved people's ability to move around, or engage in commerce that

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could make them financially independent - they restricted the very opportunities that would allow them to live with even relative freedom. Today, we'll learn about how Colonies put laws in place to restrict the movement and freedoms of both enslaved people and free Black people alike.

[Slave Codes in Colonial Virginia- A Timeline](#)- A PDF of a timeline of the progression of slave codes and the status of enslaved peoples in VA according to the law.

**2b.** The first Africans were brought against their will to **Old Point Comfort (Fort Monroe)**, Virginia, in 1619 to work on plantations, **were taken from the Ndongo which is modern-day Angola**. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led **wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an alien people into the colony**. ~~This system eventually led to the introduction of African slavery in British North America.~~

[Freedom's Fortress](#) (learning resources with video segments embedded)

Freedom's Fortress is a lesson plan with narrative steps for completion. It discusses the importance of Fort Monroe and Old Point Comfort as part of America's past.

[Crash Course Black American History Slavery in the American Colonies](#) In the 17th century, as the British colonies in the Americas were getting established in places like Jamestown, VA, the system of chattel slavery was also developing. Today, we'll learn about the role that slavery played in early American economy and how slavery became a legally accepted practice in the first place, and how it contributed to the colony's early economic success. We'll look at the experiences of Anthony Johnson and John Punch to see how legal precedents that greatly influenced the development of slavery were set.

**2b.** English colonization and enslavement were parts of an **interconnected system of domination across the Atlantic world**. By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean.

[Middle Passage \(SHEG\)](#) Historical Thinking Skills lesson to compare primary source evidence vs. textbook evidence of the Middle Passage from the Stanford History Education Group (SHEG).

**2b.** The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought "twenty and odd" Africans to trade for food in Virginia. British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619.

[Virginia's First Africans](#) This Encyclopedia Virginia entry has numerous details on the first Africans brought to Virginia.

[Crash Course Black American History](#) The Transatlantic Slave Trade Video about the Transatlantic Slave Trade, which brought millions of captive Africans to the Americas between the 16th and 19th centuries, with the largest number of people trafficked between 1700 and 1808. We'll look at the ships and crews that brought enslaved people across the ocean via what was known as the Middle Passage and explore the horrific conditions that these captives endured.

**2b.** Virginia's English colonists struggled to adapt Atlantic slavery to their law, culture, and religion. Over the half century after 1619, white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established. Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.

[Invisible Threads of Gender, Race, and Slavery - Originations of Slave Code](#) Published by African American Intellectual History, this article contains many primary sources and analysis on the origins of the Slave Codes.

[Letter to Maryland, Virginia, North and South Carolina - Converting Slaves to Christianity](#) (1740) Primary Source document transcribed. This Encyclopedia Virginia entry details Rev. Whitefields efforts to convince the population of slaves to convert to Christianity.

[Crash Course Black American History Elizabeth Key](#)- The legal system can seem like a complicated tangle of arcane rules and loopholes, and it can sometimes seem like it is designed to confuse. But it is possible, with the right application, for the legal system to rectify injustices. Today we're going to tell you about one instance of this, the story of Elizabeth Key, who in 1665 won her freedom in a court in Virginia.

[Crash Course Black American History Women's Experience Under Slavery](#) Slavery was inherently cruel and unjust, and it was cruel and unjust to different people in different ways. Today, Clint Smith teaches you about the experience of enslaved women, and how their experience of slavery was different than men. Women had a unique vantage point to understand slavery, and were particularly vulnerable to some terrible abuses under the institution.

[First Slaves in VA-Periodization](#)

[Slave Trade HTS Narrative](#)

[VA Tobacco Label - HTS Narrative](#)

[Life in Seventeenth Century Africa- HTS Narrative](#)

**3a.** Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.

[Forced Migration - interactive map](#)(Learning Resources coming soon) and [Southern Journey ONE](#) Interactive maps, learning resources from New American History showing the economic impact of chattel slavery through interactive maps and primary sources narratives.

**3b.** New England's colonial society was based on religious

[Basic Lesson Plan](#) for "One Minute's Freedom" Enslaved people

standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. **Both colonies established a system of enslavement that included both Africans and Native Americans.**

**3b.** The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures **for the European immigrants** and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. **For Africans and Native Americans, the environment included enslavement and racial intolerance.**

**3b.** Virginia and the other Southern colonies had a social structure based on family status and the ownership of **land and increasingly, enslaved people**

**3b.** New England colonies used town meetings ~~(an Athenian direct democracy model)~~ in the operation of government. **The first court case that began the process of enslaving Africans was John Punch in 1640.**

like Elizabeth existed in the Northern colonies and states as well as the Southern colonies and states. Self-Evident Education ([www.selfevidentmedia.com/curriculum](http://www.selfevidentmedia.com/curriculum)) provides digital resources to teach about this history.

[Slavery and the Pequot War](#) A synopsis and primary source document links about the enslavement of Native Americans after the Pequot War in New England.

[John Punch HTS Connections](#)

[Massachusetts Body of Liberties](#) The first law code of New England (which other colonies used as a blueprint) and included laws on enslavement. Digital transcripts are found on the page.

[Crash Course Black American History: The Germantown Petition Against Slavery](#)

The Germantown Petition, which made the case that slavery was immoral, and that it was inconsistent with Christian beliefs in general, and Quaker beliefs specifically. While the petition wasn't ultimately adopted by the Quaker hierarchy, examining the document and its authors' goals gives us a better insight into slavery in the colonies and some of the earliest organized attempts at abolition.

[Benjamin Lay - Quaker Abolitionist/Influencer of Ben Franklin](#)

Synopsis of Benjamin Lay's life as a Quaker in the new Pennsylvania colony and his subsequent aberration of slavery by any person. Links to primary source documents.

[American Evolution PDF](#) - John Punch Lesson plan with VA SOLS (2008), primary source analysis with excerpts.

[Crash Course Black American History Slavery in the American Colonies](#) In the 17th century, as the British colonies in the Americas were getting established in places like Jamestown, VA, the system of chattel slavery was also developing. Today, we'll learn about the role that slavery played in early American economy and how slavery became a legally accepted practice in the first place, and how it contributed to the colony's early economic success. We'll look at the experiences of Anthony Johnson and John Punch to see how legal precedents that greatly influenced the development of slavery were set.

[Massachusetts Anti Slavery Law Cause & Effect](#) Cause and Effect historical analysis on the laws in Massachusetts.

**3c.** American colonies relied on a cheap, enslaved labor force transported from Africa and the Caribbean. Eventually, this reliance conflicted with the founding principles established in the Declaration of Independence.

[Transatlantic Slave Trade](#) Encyclopedia Virginia entry describing how the transatlantic slaving system evolved. Includes primary source documents.

**3c.** Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depended on a large scale.

[Slave Voyages](#) Website dedicated to information on the African slave trade to the New World.

**3c.** The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a system that depended heavily on a large enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves.

[Senegal and Guinea - Narratives, Maps, and Data of Slave Trade from Africa](#) Narratives from freed slaves in colonial America on remembrances of their homeland. Data and maps included.

**3c.** Some of the labor needs, especially in Virginia in early decades of settlement, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts.

[Free Blacks in Colonial Virginia](#) Encyclopedia Virginia entry describing the population of free Blacks in the colony and the hardships of life in and out of society. Includes narratives and primary source documents.

[Crash Course Black American History Slavery in the American Colonies](#) In the 17th century, as the British colonies in the Americas were getting established in places like Jamestown, VA, the system of chattel slavery was also developing. Today, we'll learn about the role that slavery played in early American economy and how slavery became a legally accepted practice in the first place, and how it contributed to the colony's early economic success. We'll look at the experiences of Anthony Johnson and John Punch to see how legal precedents that greatly influenced the development of slavery were set.

**3c.** Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans were forcibly brought to the American colonies via the Middle Passage.

[Runaway Slaves in Colonial Virginia](#) Encyclopedia Virginia entry describing runaway slaves in Colonial Virginia. Includes narratives and primary source documents.

[Enslaved Artist Painting Bill Traylor - HTS Narrative](#)- Historical Thinking Skill on a Painting by enslaved artist Bill Traylor

**3c.** British North America developed the only enslaved society in the New World that biologically reproduced itself

[Slave Literacy and Education in Virginia](#) Shows the link between religion and education, development of Bray Schools, fear of

because of a moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century. The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.

implications of slave education, and the rebellion of Nat Turner. [Basic lesson plan for “If Knowledge is the Key”](#) Elizabeth Key’s life represents the era in which the permanent, intergenerational enslavement of people of African descent was codified into law. Governing bodies like the House of Burgess designed this transition in status in order to maximize the profits of wealthy landowners. Self-Evident Education ([www.selfevidentmedia.com/curriculum](http://www.selfevidentmedia.com/curriculum)) provides digital resources to teach about this history.



### Essential Questions:

- What is the danger of a single story?
- How do differences in power and privilege influence the relationships we have with each other?
- How has the interpretation of history changed?
- How does learning about **settlement and colonization** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

### Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

*Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.*

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*
- **Class discussions:** *Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*
- **Cooperative learning:** *Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*
- **Constructing Knowledge:** *Students make meaning of enduring concepts and systems.*
- **Reflection:** *Students are afforded reflection time to develop self- and social awareness*

### Ways to build community in your class

**Intended Learning Outcomes:** *What will students know and be able to do?*



- By studying the history of Early America, students will be able to apply their learning...
  - to describe the variance in cultures in Early America.
  - to identify examples of oppression and resistance to oppression.
  - to evaluate the impact of European settlement and colonization.

- [Standard 1 Rubric](#)



**The Engagement Model:** *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



**Summative Assessment:** *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.



**Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*

- [7 Approaches to Formative Assessment \(Edutopia\)](#)

POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)





**Visible Thinking Strategies:** *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -  
These are set to "View Only." Make a Copy to Use with Students**

<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">Walk the Week</a>	<a href="#">3-2-1 Bridge</a>	<a href="#">Surprising, Interesting, Troubling</a>
<a href="#">Headlines!</a>	<a href="#">+1 Routine</a>	<a href="#">What Makes You Say That?</a>	<a href="#">1-2 Minute Essay</a>
<a href="#">Connect, Extend, Challenge</a>	<a href="#">Projecting Across Distance</a>	<a href="#">Projecting Across Time</a>	<a href="#">The Explanation Game</a>
<a href="#">Facts or Fiction</a>	<a href="#">Unveiling Stories</a>	<a href="#">Stories</a>	<a href="#">Main-Side-Hidden</a>
<a href="#">Parts, People, Interactions</a>	<a href="#">Parts, Perspectives, Me</a>	<a href="#">Parts, Purposes, Complexities</a>	<a href="#">Circle of Viewpoints</a>
<a href="#">The 3 Whys</a>	<a href="#">Circles of Action</a>	<a href="#">Here Now There Then</a>	<a href="#">See Think We Me</a>
<a href="#">Beginning, Middle, End</a>	<a href="#">Values, Identities, Actions</a>	<a href="#">Imagine If</a>	<a href="#">What Can Be</a>
<a href="#">I Used to Think... Now I Think</a>	<a href="#">Claim Support Question</a>	<a href="#">Question Starts</a>	<a href="#">Word Phrase Sentence</a>
<a href="#">Relevant or Not</a>	<a href="#">Learning to Infer</a>	<a href="#">Anticipation Guides</a>	<a href="#">Text-Text, Self, World</a>
<a href="#">Stop - Look - Listen</a>	<a href="#">Think - Puzzle - Explore</a>	<a href="#">True for Who?</a>	<a href="#">Unveiling Stories</a>
<a href="#">Step In - Step Out - Step Back</a>	<a href="#">K-W-L Chart</a>	<a href="#">Same and Different</a>	<a href="#">Feelings and Options</a>
<a href="#">See-Think-Wonder</a>	<a href="#">The 4 C's</a>	<a href="#">Step Inside</a>	<a href="#">Name - Describe - Act</a>
<a href="#">Surprising - Interesting - Troubling</a>			



**Discussion Formats and Structured Conversations:** *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion and combine them with the visible thinking strategies and scaffolds below.*

- |  |   |  |
|--|---|--|
| 1. <a href="#">Big Paper: Building a Silent Conversation</a> | 10. <a href="#">Harkness Table</a>            | 19. <a href="#">Spontaneous Argumentation</a>        |
| 2. <a href="#">Barometer</a>                                 | 11. <a href="#">Human Timeline</a>            | 20. <a href="#">Think Pair Share</a>                 |
| 3. <a href="#">Chalk Talk/Graffiti Boards</a>                | 12. <a href="#">Jigsaw Activity</a>           | 21. <a href="#">Town Hall Circle</a>                 |
| 4. <a href="#">Concentric Circles</a>                        | 13. <a href="#">People's Assembly</a>         | 22. <a href="#">Two Minute Interview</a>             |
| 5. <a href="#">Conver-Stations</a>                           | 14. <a href="#">Philosophical Chairs</a>      | 23. <a href="#">Wrap Around</a>                      |
| 6. <a href="#">Fishbowl</a>                                  | 15. <a href="#">Pinwheel</a>                  | 24. <a href="#">Conversation Sentence Stems</a>      |
| 7. <a href="#">Four Corners</a>                              | 16. <a href="#">Save the Last Word for Me</a> | 25. <a href="#">De Bono's Hats</a>                   |
| 8. <a href="#">Gallery Walk</a>                              | 17. <a href="#">Snowball Discussion</a>       | 26. <a href="#">Learn to Listen, Listen to Learn</a> |
| 9. <a href="#">Give One, Get One</a>                         | 18. <a href="#">Socratic Seminar</a>          |  |



### Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

#### General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

#### Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)



## Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

<a href="#">Analyze</a>	<a href="#">Cause and Effect</a>	<a href="#">Classify</a>	<a href="#">Compare and Contrast</a>
<a href="#">Evaluate</a>	<a href="#">Infer</a>	<a href="#">Inform</a>	<a href="#">Inquire</a>
<a href="#">Justify</a>	<a href="#">Persuade</a>	<a href="#">Problem Solve</a>	<a href="#">Sequence</a>
<a href="#">Synthesize</a>	<a href="#">AAP Critical and Creative Strategies</a>	<a href="#">Graphic Organizers in Google</a>	<a href="#">Sentence Starters</a>
<a href="#">Primary and Secondary Source Graphic Organizers from the National Archives</a>		<a href="#">Secondary Education Literacy Strategies</a>	



**Writing Supports:** *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Stems/Starters](#)
- [Transitional Words/Phrase](#)



**(NEW) Special Education Resources** *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)

- [Tools to Supporting Blind and Visually Impaired Students](#)

 Unit Specific Content Resources 

**Note: Some resources contain explicit, hateful, or offensive language and content.  
Teachers should preview resources before use to prepare students.  
Resources can also be used to build teachers' subject matter knowledge.**

- FCPS Created [Digital Background Information Collections](#) (Includes Lower Lexile and Translated Text)
  - [Native Americans](#)
  - [North American Colonies](#)
  - [Slavery in the US](#)
- Historical Thinking Skills Activities - [CLICK HERE FOR THE COMPLETE COLLECTION](#)
  - Cause and Effect [Indian Declaration of War](#), [Massachusetts Anti Slavery Law Cause & Effect](#)
  - Continuity and Change Over Time [North America Indigenous and European Cultural Areas](#)
  - Perspectives [Encounters in the "New World"](#)
  - Periodization [Jamestown](#), [First Slaves in VA-Periodization](#)
  - Story-Telling and Narrative Creation [1619](#), [Enslaved Artist Painting Bill Traylor - HTS Narrative](#), [Slave Trade HTS Narrative](#), [VA Tobacco Label - HTS Narrative](#), [Life in Seventeenth Century Africa- HTS Narrative](#)
  - Connections [Middle Passage](#), [John Punch HTS Connections](#)
- Stanford History Education Group [Log-in Required](#)
  - [King Philip's War](#)
  - [Portrait of an Iroquois Leader](#)
  - [Seven Years' War](#)
  - [Pocahontas](#)
  - [The First Thanksgiving](#)
  - [Portola Expedition](#)
  - [The Middle Passage](#)
  - [Mapping the New World](#)
  - [Examining Passenger Lists](#)
  - [The Puritans](#)
  - [Signing of the Mayflower Compact](#)
  - [The Virginia Company](#)
  - [Salem Witch Trials](#)
  - [Creating Columbus Day](#)
  - [California Missions](#)
- SOL Content Summaries and Activities
  - [Native American Losses](#)
  - [Religion in the Colonies](#)



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- [Colonial North America](#)
- **(NEW)** [Artifact Choice Board](#)
- **(NEW)** [Unit Specific Vocabulary Terms](#)
- **(NEW)** [Digital History Projects](#): We currently have over 50 projects listed. If you use one that isn't there share it with Craig at [cjperrier@fcps.edu](mailto:cjperrier@fcps.edu)

**(NEW)** Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

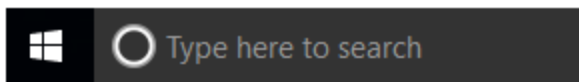
**EBSCO Access:** Login: fairfax Password: Fcps2022!

- [Slavery in United States](#)
- [Women in Colonial America](#)
- [World Collide in Early America](#)
- [Understanding Native American Myths](#)
- [Colonization in the New World](#)

#### Additional Disciplinary / Content Area Resources

*(Basal resources, Library Resources, Media Collections)*

- **Digital Textbook:** Virginia and United States History
  - **Topic 1:** America's Cultural Roots
  - **Topic 2:** England's American Colonies (1607-1754)
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access



- 1619 Project Materials: [Essays](#) and [lesson materials](#)
- Article: [Archaeologists have a lot of dates wrong for North American indigenous history](#)
- Smithsonian Article: [America's True History of Religious Tolerance](#)



#### [Additional Digital Tools](#) (Not specific to content)

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- **Jamboard-** students can move and organize ideas collaboratively or to annotate a map or image
- **Flipgrid-** student can share their responses and leave feedback for their peers
- **Insert Learning-** use with any of the website based resources to embed scaffolds and checks for understanding
- **Google Slides-** can be used for collaboration or for digital poster creation using the "publish to the web" feature

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- NMAI Resource: [We Have a Story to Tell: Native Peoples of the Chesapeake Region](#)
- BBC Video Clip: ['America is a stolen country'](#)
- NMAACH Article: [African Muslims In Early America](#)
- PBS Video Clip: [Early Democratic Principles | Native America: Nature to Nations](#)
- Map Resource: [Native Lands](#)


 Complete Unit Specific Performance Assessments   
[Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
  - [Colonial America Project](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
  - [Pilgrims and Wampanoag](#)
  - [Injustices in Colonial History](#)
  - [Manhattan Purchase](#)
  - [New France](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<a href="#">Suggested Planning Template to Modify/Use</a>	<a href="#">Suggested Planning Template to Modify/Use</a>	<a href="#">Suggested PBL Template to Modify/Use</a>
<p><b>Goal:</b> Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p>	<p><b>Goal:</b> Students create artifacts/products that demonstrate their learning related to the essential question.</p>	<p><b>Goal:</b> Students act in ways that allow them to demonstrate agency in a real-world context.</p>
