

Unit Title:**Impact of Colonization on African and Native American Civilizations****Subject/Topic Area: History/Colonization****Grade Level(s): 6-8****Designed By: Carol Breeding/Jill Krause/Marlene Mathew
District(s): Milford/Woodbridge/Lake Forest****Time Frame: 4-5 days****Date: March 7, 2009****Brief Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The study of history is grounded in chronology. Historians rely on chronology to arrange events and ideas in history and to analyze and to explain change or lack of change over space and time. Chronology is the main way historians arrange events and trends in history to see patterns of continuity and change in history. Historical events happen at a specific time and location, and reflect the history, culture, and geography of the time and place in which they occur. Although each society is unique, certain trends and ideas recur across time and space. In addition, understanding the order of events is crucial if one is to understand the importance and meaning of those events.

Time is a concept that must be taught to students. Students must recognize the application of time to prediction; cause and effect; change; and drawing inferences. The concept is introduced in grades K-3, while the 4-5, 6-8, and 9-12 clusters require an advancing and deeper understanding of the results and consequences of schedules and chronologies, such as cause and effect and change over time (while drawing logical inferences). Students who fully master this standard are ready to apply it in daily adult life as a citizen by analyzing contemporary issues; by researching or hypothesizing how that particular situation came to exist or how that particular policy came to be; and, demonstrating the ability to determine consequences. Records can be lost, altered, damaged or destroyed.

Students need to learn how to organize what looks like a mess of historical records and information. Chronology is one tool, easily the most frequently used tool, to accomplish this end. But sometimes chronology does not help us as much as we would like. For example, mail service between the colonies and Europe was very undependable. Shipwrecks were fairly common, and many letters never arrived. A historian using correspondence between the colonies and England needs to be aware that the surviving letters probably are not all the letters that were sent. Students can learn the concept of chronology (and its limitations) from all types of puzzles or situations. A teacher might take a paragraph out of a favorite book students use and give them the sentences all scrambled, simply a listing of sentences. Or, give them four or five paragraphs out of order. Challenge students to put the sentences and paragraphs in logical order. That is

what historians do; they create a chronology, a logical sequence, out of chaos. Dates help in doing this, but many times the pictures or documents or artifacts are undated. The limitations of chronology come from its seamlessness. When is it possible to link events in a cause and effect relationship? Where do we begin to claim that an event caused or affected a later situation – ten years ago, a hundred years ago, five hundred years ago? And what do we put into our chronology and what do we leave out? Both questions are part of the judgments a historian makes while researching a topic, judgments that by definition are imperfect. Students should have some knowledge of the continent of Africa since it was taught in 6th grade and this unit will build on that prior knowledge.

This unit will look at, chronologically, the affects of Colonization on Africans and on that of Native Americans in North America and the effect it had on each group. This unit will not focus primarily on dates but events in a sequence of times and how those events shaped the futures of two civilizations. It allows for scaffolding in the beginning lessons, showing students ways to read and highlight important information that will aid in their research and understanding of the topics that are being researched As the unit progresses the students will work in collaborative pairs to research the next step of the unit, thus providing less support from the teacher but allowing each student to collaborate with a peer. The final task asks individuals to take the information gained from the research and analyze it. They will then put their conclusions into a journal entry using factual information for the basis of their conclusions. This will allow the teacher to accurately assess their understanding of the cause and effect relationship of the historical events showing the change over time that occurred with each civilization.

Stage 1: Desired Results (Determine What Students Will Know, Do and Understand)	
Delaware History Content Standard	(Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)
	History Standard One 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.
Big Idea	(This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)
	Students will analyze long-term change and to draw logical inferences concerning cause and effect over time.
Unit Enduring Understandings	(This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)
	<i>Students will understand that...</i>

- The effects of colonization although good for some cultures and societies were not as profitable for others.
- Many societies suffered greatly as a result of American colonization. Those effects are still being felt by these civilizations.
- What happens in one part of the world can affect many other parts of the world
- Events, although occurring in one area can impact other areas in negative and positive ways.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- Is change inevitable?
- To what extent does the past predict the future?
- What’s the evidence for my conclusion?
- How could something that occurred so long ago have such a lasting impact on a civilization or society?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill
Ex: analyze a primary source document, .)

Students will know....

- The details of the life of African Americans and Native Americans before, during and after Europeans began colonizing North America.
- How the colonization of North America by the Europeans interrupted many civilizations and changed the way of life for the civilizations, societies and cultures involved.

Students will be able to...

- Analyze and interpret the affects of colonization on different cultures and civilizations
- Compare and contrast the effects of colonization on different civilizations.
- Determine the causes and effects of the colonization on different cultures and civilizations

Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

- Students will analyze the information that is obtained through research. They will interpret the information and create a flip chart showing the effects of colonization on Native Americans in North America. This chart will show before, during and after the Europeans coming to North America and colonization.
- Students will create a journal entry from the point of view of an African or a Native American. This will explain how his or her life has been changed or transformed, for better or worse, as a result of the Europeans introduction into his or her society/civilization. The student should provide related facts from the research that support his or her position and the effects that it has had on your culture.

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

See lesson plan for Rubrics

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

- KWL chart. This will be started at the beginning of the unit and will be updated throughout the unit to monitor where the class is as a whole.
- The class will also create a Venn diagram at the end of the unit looking at similarities and differences between the histories of the two civilizations and the eventual outcomes of the two civilizations

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<p>Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)</p>

<p>Students will be given the opportunity to make corrections and additions to their research after the flip chart is completed. This will allow them to completely understand the information that is necessary in order to be successful on the final task.</p>

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 1

African life Before, during and after the European Invasion

Carol Breeding

Lesson Description:

In this lesson the students will be reading a brief history of Africans that focuses on life before the European slave trade, during the slave trade and after the slave trade. They will be using highlighters of different colors to outline specific facts and when they occurred. This will directly relate to the next lesson.

Time Required: Approximately 1 class period

Essential Question Addressed:

How could something that occurred so long ago have such a lasting impact on a civilization or society? Is change inevitable?

Enduring Understanding: What is the enduring understanding at which students should arrive?

Many societies suffered greatly as a result of American colonization. Those effects are still being felt by these civilizations.

What happens in one part of the world can affect many other parts of the world

Materials:

Handout: African Life (1) 1 per student

Highlighters- 1 per student of each color: green, yellow, pink

(1)

African Life

Slave trade and colonialism destroyed traditional cultures and social systems in Africa. The impact and effects have been felt for the centuries following the arrival of the Europeans.

Before the Europeans came, Africans had varied ways of life under different kinds of governments. They ranged from Kings and great empires to states with democratic rule. They lived in great cities as well as in small villages in remote forests. Some were nomadic hunters while others were skilled craftsmen and artists.

The existence of slavery was even noted in Africa long before the Europeans arrived. Rulers in Mali and Songhai had thousands of slaves who worked as soldiers, servants, and farm workers. Villages raided one another to take captives and sell them into slavery. Often, a slave could work and earn his or her freedom.

In the 1400's Europeans introduced a form of slavery that changed African life and society forever. This was the introduction of the European slave trade in Africa. The Europeans raided towns to capture unwilling Africans. The introduction of slavery into these communities and the greed and survival instincts that followed that introduction turned African nations and people against one another as that some Africans that were captured in war were sold to European traders by other Africans.

It is estimated that 10 to 12 million Africans were forced into slavery and

sent to European colonies in North and South America from 1520 to 1860. Many more were captured but approximately 16 percent died of disease or starvation during transport, before arriving in the colonies.

In addition to Africans being captured and sold into slavery, many were killed during raids. About two-thirds of those taken were men between the ages of 18 and 30. Slave traders chose young, strong, healthy people, leaving few behind to lead families and villages. African cities and towns did not have enough workers. Family structures were destroyed. These impacts were only one side of the story. The effects of the slave trade for Africans were equally as devastating and long lasting on the western side of the Atlantic Ocean.

World Cultures and Geography Eastern Hemisphere, McDougal Littell, Evanston, IL 2003

Procedures:

1. Begin discussion with KWL chart to find out what the students know and remember from studying the continent of Africa and previous study of American History. Inform students of the upcoming unit that focuses on the effects that Europeans coming to America and Colonization had on societies and civilizations in many parts of the world.
2. Introduce the handout African life. This handout is a simplified reading of Africa before, during, and after the European slave trade came to Africa and disrupted their way of life. You may wish to find more in-depth information, depending on the level of your students.
3. Explain to students that this process will assist them in completing the next step of the assignment. Make sure that they understand that we are focusing on before during and after and the following questions:
How could something that occurred so long ago have such a lasting impact on a civilization or society? Is change inevitable?
4. After the first reading talk about before, during and after European slave trade. Reread the text and highlight before facts in green, during facts in yellow and after facts in pink. This will give each student visual cues to focus on.
5. Students will complete a journal entry that answers the focus questions that were addressed in the 1st lesson.

Debrief:

6. Discuss the reading and move back to the Enduring understanding and focus questions.
7. Inform the students of the upcoming assignment that will be done in collaborative pairs. The focus will be the same but the group being researched will be the Native Americans of North America.

Formative Assessment (“Check for Understanding”):

The journal entry will be assessed for understanding of the essential questions
Note/highlights will also be reviewed to make sure each student understands the concept

Lesson #2
Native Americans and the White man’s Rise

Carol Breeding

Lesson Description: Students will be conducting research on Native Americans in North America. Their focus areas will be before the Europeans came to America (Colonization), during colonization and after colonization. They will use the information acquired from the research to create a flip chart highlighting the changes in specific periods.

Time Required: 2 class periods for research and 1 class period to write the journal entry

Essential Question Addressed:

- Is change inevitable?
- To what extent does the past predict the future?
- What's the evidence for my conclusion?
- How could something that occurred so long ago have such a lasting impact on a civilization or society?

Enduring Understanding:

Many societies suffered greatly as a result of American colonization. Those effects are still being felt by these civilizations.

What happens in one part of the world can affect many other parts of the world.

Materials: Textbooks, Printed materials (books)-library access, computers/internet access, construction paper 12x18 (for flip chart) , markers, pencils, paper for notes

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

1. Review the African activity of the previous lesson. Focus on past, during, and after (the areas highlighted on the handout) Add information to the KWL chart that pertains to the discussion
2. Direct the discussion to other groups or civilizations that have been affected by European colonization...Aborigines of Australia, and finally focusing the discussion on the Native Americans
3. Students will split into collaborative pairs to research Native Americans Before, during, and after Colonization of North America (U.S.) They will conduct research of the Native Americans using, the internet, text books and other printed materials.
4. After research is complete each student will make a 3 column flip chart highlighting information from the research about Native Americans before, during and after colonization.
5. At the conclusion of the research and chart creation, the class will move back to the KWL chart adding anymore information to the chart that is discussed.

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might you pose to encourage and/or promote transfer.

6. Discuss the research and charts that were created and move back to the Enduring understanding and focus questions.

7. Inform the students of the upcoming final activity that involves using what they have learned about the African and Native Americans and the effects that the European colonization has had on these civilizations

Formative Assessment (“Check for Understanding”):

Review of 3 column flip chart research project.

Rubric system for grading (2)

Lesson # 3
Impact of Colonization on Others Worlds

Carol Breeding

Lesson Description:

This portion of the Unit will focus on the final assessment piece a journal entry from the perspective of a Native American or African. In the entry they must tell how European colonization of North America affected their culture, society and/or civilization. They must give specific examples from the research to back up their feelings.

Time Required: 1 class period

Essential Question Addressed:

- Is change inevitable?
- To what extent does the past predict the future?
- What's the evidence for my conclusion?
- How could something that occurred so long ago have such a lasting impact on a civilization or society?

Enduring Understanding:

Many societies suffered greatly as a result of American colonization. Those effects are still being felt by these civilizations.

What happens in one part of the world can affect many other parts of the world.

Materials:

Student created flip chart

African Life handout – highlighted

Journal paper/ book

Rubric (3)

Procedures:

1. Review activities of past lessons focusing on impact of the European colonization on each civilization.
2. Inform students of final assessment assignment, a journal entry. Remind them to use chart or handout to base their journal entries on. Pass out rubrics to all students to insure that each student is aware of the requirements. Review the Rubric
3. Model journal writing for students so that they understand that they are writing as if they were another individual. (You may use the Aborigines of Australia to model this)
4. Direct the students to begin journal writing using the chart or handout as a guide for their responses, as well as the rubric to make sure that they have addressed all issues associated with the journal prompt.

The prompt is as follows:

Create a journal entry from the point of view of an African or a Native American.

In this journal entry you will explain how your life has been changed or transformed, for better or worse, as a result of the Europeans introduction into your society/civilization. Include facts from the research to support your position and the effects that it has had on your culture.

Think about these things as you write:

Is change inevitable?

To what extent does the past predict the future?

What's the evidence for my conclusion?

How could something that occurred so long ago have such a lasting impact on a civilization or society?

Debrief: The students will share journal entries and reflect on the impact that colonization has had on civilizations throughout history. Another extension may be to look for other instances in history where these types of things have happened...Is it still going on today?

Formative Assessment (“Check for Understanding”):

Journal Prompt:

Rubric system for grading

(2)

Reading - Analyzing Information : Native American / Colonization

Teacher Name: **Mrs. Breeding**

Student Name: _____

CATEGORY	10	7	5	3
Identifies facts Pre	Student accurately locates at least 5 facts and gives a clearly explains each fact	Student accurately locates 4 facts gives a reasonable explanation of the facts	Student accurately locates 4 facts but the explanation is weak.	Student has few facts and no explanations
Identifies facts During	Student accurately locates at least 5 facts and gives a clearly explains each fact	Student accurately locates 4 facts gives a reasonable explanation of the facts	Student accurately locates 4 facts but the explanation is weak.	Student has few facts and no explanations
Identifies facts After	Student accurately locates at least 5 facts and gives a clearly explains each fact	Student accurately locates 4 facts gives a reasonable explanation of the facts	Student accurately locates 4 facts but the explanation is weak.	Student has few facts and no explanations
Students chart is neat and organized	All items are neatly arranged and presentation is well organized with all items being in the correct categories	Most of the flip chart is neat and all items are in their correct categories	The flip chart is neat and but the chart lacks organization that needed to understand the information	The flip chart is poorly organized and is not neat. Because of the lack of organization the information is not understandable.

(3)

Reading - Analyzing Information : Native American/African Impact of Europeans

Teacher Name: **Mrs. Breeding**

Student Name: _____

CATEGORY	10	6	3	0
Identifies important information	Student lists all the main points of the research and	Student lists many the main points of the research but	The student lists some main points of the research	The student does not list main points of the research
Relates facts to self impact	Student relates main points of research to how it has impacted his/her life	Student relates only some of the research with the impact on his/her life	Student makes an attempt to relate research with the impacts on his/her life	Student does not show impacts on his/her life

Lesson # ____
Title of the Lesson

Author(s)

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

Essential Question Addressed: What is the essential question for this lesson?

Enduring Understanding: What is the enduring understanding at which students should arrive?

Materials: What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1:*

Emancipation Proclamation).

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number and title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness

levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

Technology Integration
Content Connections