

NAME: \_\_\_\_\_ CLASS \_\_\_\_\_ DATE REC'D \_\_\_\_\_

## 7<sup>th</sup> Grade Support Booklet, Unit 1 Social Studies

### Native Americans, Early Encounters and Colonial Development

September, summative (based on all information learned) exam at end of month.

#### Essential Question:

**How do issues of power, wealth and morality influence exploration and colonization?**

#### European colonies in North America 7.2c

■ European migration to Americas , ■ Settlement and regional patterns , ■ Religious and political reasons , ■ Economic and geographical reasons , ■ Geography, land use and resources influence development , ■ Daily Life in the New England, Middle, and Southern Colonies -- social class - culture (art, music, literature, etc.) - political systems - colonial economies - religious beliefs - key people and events , ■ Role of Native Americans, Africans, and women , ■ European settlers and enslaved peoples , ■ Conflicts between indigenous peoples and European settlers

#### Colonies in New York 7.2d

■ The development of New England, New France, New Netherland, and New Spain , ■ Political objectives, ■ Economic objectives ■ Social Considerations ■ Dutch contributions to American society , ■ Changing status of Africans and African Americans under the Dutch and British

#### Enslaved Africans and the development of the Americas 7.2e

■ Distinguish between indentured servitude and slavery in NY , ■ The Middle Passage, ■ Living conditions of slaves, including in NY , ■ Survival and resistance, including slave revolts in NY , ■ Social and cultural contributions of Africans in the Americas

## Social Studies Practices

**A. Gathering, Using, and Interpreting Evidence**

**B. Chronological Reasoning and Causation**

**C. Comparison and Contextualization**

**E. Economics and Economic Systems**

Content Curriculum topics source: The New York City Department of Education K-8 Social Studies Scope and Sequence

### VIDEOS TO HELP YOU UNDERSTAND-

Parents please check ratings. Some movies are rated R for violent content. Please watch the movie and make your educated decision based on your knowledge of your child.

Hollywood will always spin movies to get viewership. While all movies do not necessarily follow history accurately, they sometimes help to put visuals to learned information. Movies to add spice to your learning and understanding:

The New World (2005)

-Pocahontas

Desperate Crossings (History Channel)

-The Crucible (1996)

Last of the Mohicans (R- parent view 1<sup>st</sup> and decide)

-1492: Conquest of Paradise (1992)

Amistad -suggested to find a pg version. This movie is very intense in its R version.

If you cannot find Amistad in a pg/tv version, THE Middle Passage Documentary by Steven Spielberg, free view on the Internet will also help you and your child understand this sad & sinister era of our human history.

Additionally, Brainpop has many videos on all topics. Specifically, the Brainpop video titled "Slavery" covers the Triangle Trade and Middle Passage. Complete the Activity and Graphic Organizer for ExCR!

**9/5 DATE**\_\_\_\_\_LT: I can re-acclimate myself to cultural school norms and expectations.  
Names.....

Answer questions in the space provided:

1) Expectations:

What supplies must I have each day? \_\_\_\_\_

Is education free? \_\_\_\_\_

What is expected of me in general when entering the school? \_\_\_\_\_

What is expected of me in general when entering the classroom, any classroom? \_\_\_\_\_

What jobs should there be in my Social Studies class? \_\_\_\_\_

What job would I like to do or eventually earn the trust of my teacher to do? \_\_\_\_\_

Read the paperwork to go home:

What is my homework tonight? When is it due? \_\_\_\_\_

What is the organizational process I use to ensure I do all of my homework or all classes? \_\_\_\_\_

**DATE**\_\_\_\_\_ **2-9/6** LT: I can acclimate myself to the requirements of my Social Studies class.

Jobs we have available: \_\_\_\_\_

How long should a single student have the job? \_\_\_\_\_

What rules do I have for my teacher? \_\_\_\_\_

What types of lessons do I enjoy most? \_\_\_\_\_

What do I want to end up feeling like at the end of the school year? \_\_\_\_\_

Other notes/information you will write in your notebook. You will learn to use your notebook, a support booklet, and other sources of information at the same time in this classroom.

-----stop

**L1-DATE**\_\_\_\_\_ **3-9/7-** LT: I can determine the reasons for settlement in North America.

**Criteria for Success:**

I can read an article and acquire facts.

I can answer questions using facts acquired.

I can connect facts from reading to real world situations.

I can determine reasons for settlement in North America.

If you were going to move to a new place with your family, where would you move and why?

What resources would you require in the neighborhood?

## Need to learn?

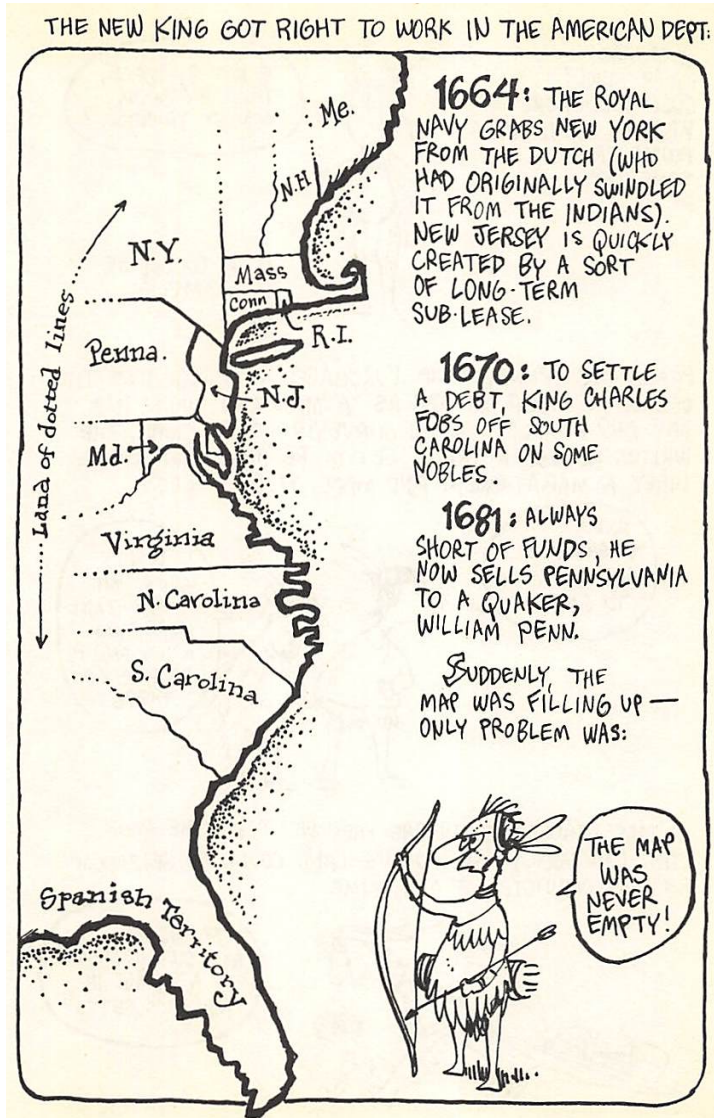
*Settlement of the Plymouth and Massachusetts Bay Colonies of New England*  
The Huntington Library, Art Collections, and Botanical Gardens

-----stop lesson 1

L2 DATE\_\_\_\_\_ 4- 9/12 LT: I can determine how the geography, land use and resource influence development on Northern Colonies.

Criteria For Success:

I can discover through reading and discussion the -Social /Cultural, colonial economy, religious beliefs establish social hierarchy of Northern Colonies.



Looking at the cartoon map count how many colonies are present? \_\_\_\_\_

How many colonies should be present?\_\_\_\_\_

Which colony is missing?\_\_\_\_\_

When writing for history it is always best to begin with the when and the where to anchor yourself to context. If you were to write about what the cartoonist is telling you FROM THE cartoon map drawn, how would your begin your TS (topic sentence)?

What would you add to your topic sentence to complete it?

-Chronological Order- short discussion notes:

The colonies are broken up into three regions; list each colony next to its geographical location:  
Region-\_\_\_\_\_

Northern-\_\_\_\_\_

Middle-\_\_\_\_\_

Southern-\_\_\_\_\_

We will discuss the characteristics of each region over the next three days ☺.

**Northern Colony article review:**



Review:



Which states were the New England colonies (List abbr.)?

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Why did the Pilgrims and Puritans come to America?

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Why do you think there were problems with the church running the government?

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Who were the trouble makers & where did they move to settle?

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How did New Englanders make a living?

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How did New Englanders practice democracy and self-government?

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Which of the New Englanders' ideas about freedom and government are still important in America today?

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*dissent*- the expression or holding of opinions at variance with those previously, commonly, or officially held: *there was no **dissent from** this view.*

*There was dissent in Massachusetts colony because* \_\_\_\_\_

*There was dissent in Massachusetts colony, but* \_\_\_\_\_

*There was dissent in Massachusetts colony, so* \_\_\_\_\_

**Early Finisher extra credit:** Make your own b/c, but, so stem and complete each of the sentences.  
Create a proper ¶ from the because but so above.

----- stop

L3 DATE\_\_\_\_\_5-9/13 LT:- I can determine how the geography, land use and resource influence development on Middle Colonies.

Criteria For Success:

I can discover through reading and discussion the-Geography, land use and resources influence development- on Middle Colonies Social /Cultural, colonial economy, religious beliefs establish social hierarchy.

**Middle Colony article review:**



Which states were the middle colonies (list, abbr.)?

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How did New Netherlands become New York and New Jersey?

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Why did the Quakers leave England ?

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Who decided to leave England in search of a place of religious safety for the Quakers?

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Why was he able to make such a move?

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Which colony is named after him?

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Why were the middle colonies known as the "Bread colonies"?

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The Quakers sought religious freedom because \_\_\_\_\_

The Quakers sought religious freedom, but \_\_\_\_\_

The Quakers sought religious freedom, so \_\_\_\_\_

***Early Finisher extra credit:*** Make your own b/c, but, so stem and complete each of the sentences.  
Create a proper ¶ from the because but so above.

----- stop

L4 DATE \_\_\_\_\_ 6-7/14 LT: I can determine the geography, land use and resource influence development on Southern Colonies.

Criteria For Success:

I can discover through reading and discussion the-Geography, land use and resources influence development- Southern

Social /Cultural, colonial economy, religious beliefs establish social hierarchy /classes as we teach- End game on Monday is a triple Venn diagram

***Which states were the southern colonies?***

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***How did proprietors hope to make money from the colonies they owned?***

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***Why were settlers drawn to the southern colonies?***

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***How did most settlers in the South make their living?***

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***Why do you think planters often became legislative leaders?***

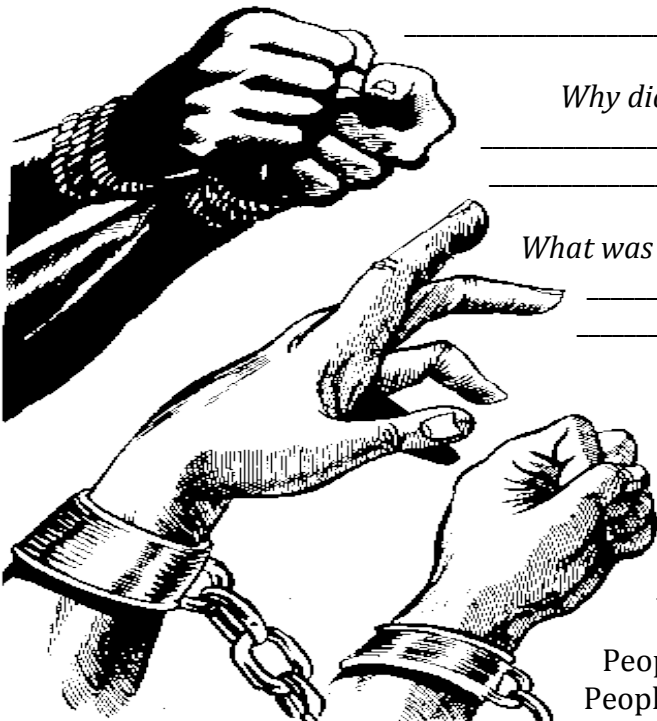
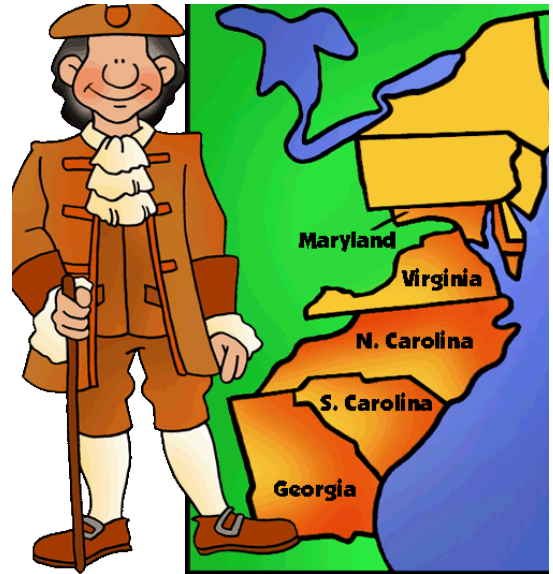
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***Describe indentured servitude-***

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***Why did the planters start using slaves?***

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***What was the life of an enslaved person like?***

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***How does slavery go against what Americans believe?***

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People moved to southern colonies because  
People moved to southern colonies, but  
People moved to southern colonies, so

# Colony Characteristics Cards

Colonies

Geography	Economy
Warm, Humid Climate	Plantation Farming:
Large Plantations	Tobacco
Rich, Fertile Soil	Rice
Longest Growing Season	Indigo (Blue Dye)

Colonies

Geography	Economy
Mild Winters, Warm Summers	Farming
Larger Farms	Wheat
River Valleys	Rye
Longer Growing Season	Barley
	Textiles

Colonies

Geography	Economy
Cold Winters, Mild Summers	Fishing
Thin, Rocky Soil	Trading
Short Growing Season	Manufacturing
Hills	Whaling



End game on Monday is a triple Venn diagram

L5 DATE\_\_\_\_\_7- 9/17-LT: I can Compare and contrast 3 colonial regions on a triple Venn diagram.

Criteria for Success:

I can cooperatively work with my peers to fill in a triple Venn Diagram.

I can compare, list similarities, colonial regions.

I can contrast, list differences, colonial regions.

Cheat Sheet for economics

Economic Activities	
<b>New England colonies</b>	
Massachusetts .....	shipbuilding, shipping, fishing, lumber, rum, meat products
New Hampshire .....	ship masts, lumber, fishing, trade, shipping, livestock, foodstuffs
Connecticut .....	rum, iron foundries, shipbuilding
Rhode Island .....	snuff, livestock
<b>Middle colonies</b>	
New York .....	furs, wheat, glass, shoes, livestock, shipping, shipbuilding, rum, beer, snuff
Delaware .....	trade, foodstuffs
New Jersey .....	trade, foodstuffs, copper
Pennsylvania .....	flax, shipbuilding
<b>Southern colonies</b>	
Virginia .....	tobacco, wheat, cattle, iron
Maryland .....	tobacco, wheat, snuff
North Carolina .....	naval supplies, tobacco, furs
South Carolina .....	rice, indigo, silk
Georgia .....	indigo, rice, naval supplies, lumber

If we have time we will indulge in the ideas of Power & Morality-

What was moral about these people coming to the Americas?

What was immoral about these people in the Americas?

How did these people wield their power?

In what ways was wielding this power moral?

In what ways was wielding this power immoral?

Debate??????????

----- stop

L5-DATE\_\_\_\_\_9/18-LT: I can determine the role of Native American Indians during the early settlement years.

Role of Native Americans( some conflict/some friendlies), Africans, and women

### Criteria For Success:

I can read excerpts about women, Native American Indian, and Indentured Servants roles.

I can extract important facts to help me learn about settlement on the East coast of America.

I can determine the role of Native Am. Ind., women, and indentured servants on settlement.

8min video: show 4.3min of it

<https://www.youtube.com/watch?v=-xxtc80q0HY>

**Indigenous**- adjective originating or occurring naturally in a particular place.

## Native Americans in relation to new settlers

ANNOTATE BELOW:

In the earliest days of New World settlement, relations between natives and the newcomers were friendly. Native American culture valued trade as a means of binding two tribes and increasing general cooperation, so the tribes provided food, clothing, and shelter for the dependent settlers in exchange for metal tools like knives and hatchets. The Native Americans also traded knowledge; they taught the settlers to be self-sufficient.

As the European settlements began to grow and encroach, or intrude upon, more and more Indian lands, relations became more strained. Cultural differences (ask for ExCr on this topic) became more insurmountable, or too great to overcome, as British dependence decreased. Large numbers of Native Americans died from European diseases such as small pox and influenza against which they had no immunity. Not known for their appreciation of indigenous cultures in developing British lands, the English followed the lead of the Spanish and French settlers before them and began to demonize the natives in an attempt to excuse their own behaviors (enslaving tribes, stealing land, taking their women as concubines, and over-hunting game). This of course led to conflicts between the European settlers and Native American Indian tribes. Eventually, in coming centuries, these conflicts would turn into outright wars.

[illegible]

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**Abridged & Modified: Encyclopedia Virginia**

England's population more than doubled, from 2.3 million to 4.8 million, and Parliament, or the English government, hoped its 1563 statute, *[or law]*, might "banish Idleness[,] advance Husbandry, *[or farming]*," and so deal with the near-overwhelming number of poor and unemployed citizens.

New American colonies would energize England's "decayed trades [*or professions*]" and provide work for the country's "multitudes of loyterers and idle vagabondes," the overwhelming number of poor and unemployed citizens. Indentured servants kept nothing and were almost entirely at the mercy of their masters for the terms of their indenture. Once the servants arrived, the company could rent them out to planters for a year at a time, requiring the planters to take responsibility for the workers' food, shelter, and health. With the introduction of marketable tobacco, demand for labor skyrocketed. Servants, who ranged from convicted criminals to skilled workers, came to occupy the lowest rung on the social ladder in Virginia. Indentured servants came to account for fully half of Virginia's population. Contract terms for indentured servants varied from three to seven or more years of servitude depending on "obedient" service. Servants were treated as property subject to overwork and beatings.

ANNOTATE BELOW



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[illegible][illegible][illegible][illegible][illegible][illegible][illegible]

L6 DATE \_\_\_\_\_ 9/20 LT: I can examine how colonies developed right here in the New York area!

Criteria For Success:

I can watch video excerpts on the topic.

I can use visuals and auditory explanations to extract important facts.

I can develop an understanding of how colonies developed in New York.

*Due to Parent teacher day/night -5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> period- will have to complete this lesson on their own at home.*

*The entire lesson hinges on the video below.*

*Video accompaniment in learning about French and Dutch colonization in the Americas.*

<https://www.khanacademy.org/humanities/us-history/colonial-america/early-english-settlement/v/french-and-dutch-colonization>

1524 explorations → different settlement in South and North America.

Based on the video information we will answer these questions and take notes on the handout.

*Why do we want to learn about these settlements?* \_\_\_\_\_

\_\_\_\_\_

*Why was Spain taking over more than the others?* \_\_\_\_\_

\_\_\_\_\_

*Why did the French and Dutch develop settlements?* \_\_\_\_\_

\_\_\_\_\_

*Who did the French trade with?* \_\_\_\_\_

\_\_\_\_\_

*What was the difference between the Spanish and French/Dutch regarding settlement/trade?*

\_\_\_\_\_

\_\_\_\_\_

<-- TITLE FROM VIDEO:

<b>Nation</b>	<b>Goal</b>	<b>Settlers</b>	<b>Native Relations</b>	<b>Religion</b>
Spain	Gold and plantations	Mostly men in large numbers	Violence, slavery, intermarriage	Forced conversion to Catholicism
France & Netherlands (Dutch)	Trading furs and fish	Mostly men in small numbers	Friendly, intermarriage - less than Spanish	Attempted conversion to Catholicism
England	Plantations and Religious freedoms	Men in small numbers, small families numbers	Violence, exclusion	Some attempted conversion to Protestantism

*What do you think about these colonizers and why do we need to know and understand today?*

### Dutch contributions:

Henry Hudson River is named after the Dutch explorer.

First to do major trade in what is now NYC.

Brought the idea of Santa Claus to the Americas, in Dutch it was known as Sinterklaas.

Bowling, along with the name of the area in NYC, 'Bowling Green'.

Ice skating was brought by them.

Pubs and taverns were brought here by the Dutch.

Pretzels, cookies, donuts, and pancakes!

New words like 'Boss' and 'stoop'.

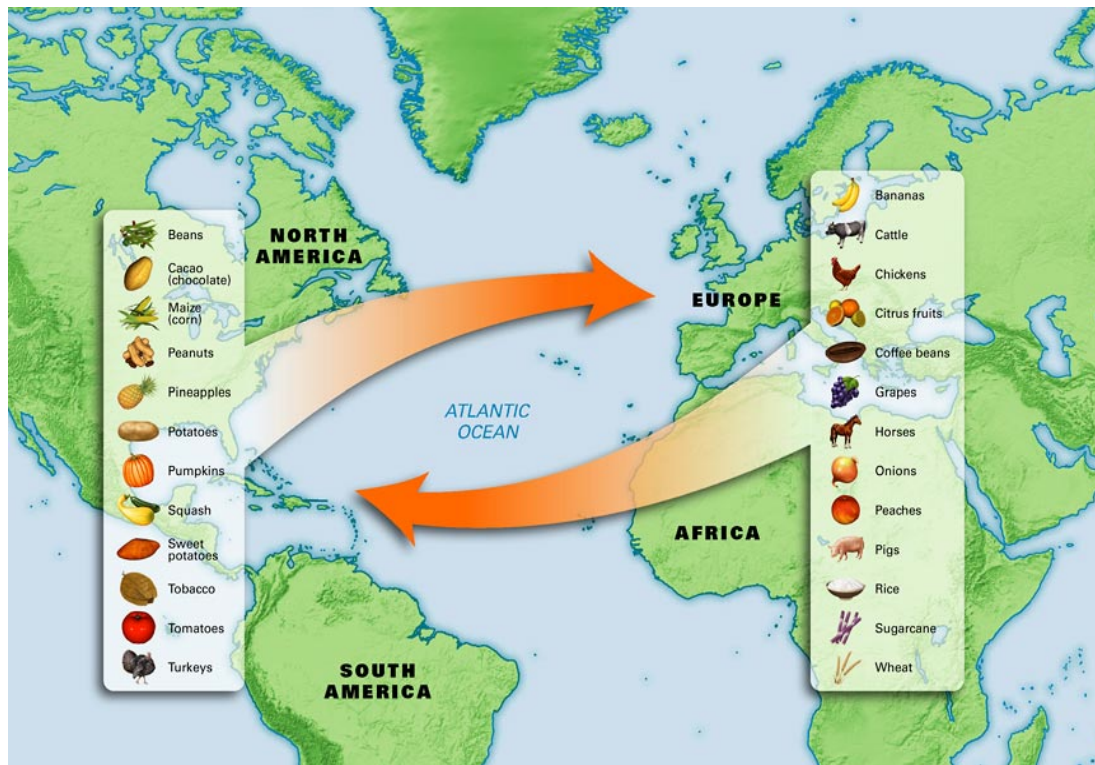
A representative governing style was brought by the Dutch in 1649,

One of the most enduring legacies imported was religious and cultural tolerance, as per the NYS Library Research center's article of New Netherland, it "developed into a culturally diverse and politically robust settlement. This diversity was fostered by the Dutch respect for freedom of conscience."

----- stop

L7 DATE\_\_\_\_\_9/21 LT: I can examine the need for more labor in the 13 Colonies.

Enslaved Africans and the development of the Americas 7.2e



In the 16 and early 17 hundreds intercourse, or exchange-business, between the continents was all about the trade of goods people wanted and used. When did this change to something much more sinister?

Continued next page

Triangle trade

# Slavery in Colonial New England

MODIFIDE AND ABRIDGED:

Vocabulary:

Slave- \_\_\_\_\_

Urban- \_\_\_\_\_

Rural- \_\_\_\_\_

The first slaves arrived in the Dutch colony of New Amsterdam (present day New York City) in 1625, and Massachusetts did not abolish slavery until 1780, several years after the Revolutionary War began. Wealthy people had the means to own slaves. They had to clothe, feed, and house them even though the slave may not have been working to help the family business thrive. Other slave owners in the northern region saved to purchase a slave to help with the hard labors of farming.

Slavery in New England, or the North-Eastern region, differed from the South in that large-scale plantations never formed in the North. In 1750, most slaves in the South lived and worked on a large tobacco or rice plantation and lived with a large group of other slaves. In New England, a slave usually lived alone or at most, with one or two others. The person probably worked on a small farm as a domestic slave, or perhaps held a trade in an **urban** area like Boston.

Due to the small populations of **rural** New England, people of color had no community of their own. There is estimated fewer than five thousand slaves in the northern region. There were more slave males than females due to labor requirements. However, there were indeed female slaves who did house work. Most remember history to state that the Northern States did not have slavery, or that northerners treated slaves better than the masters of the South.

By the end of the 17<sup>th</sup> century slave laws in the New England states resembled those of the South. Black men, women and children became known as 'chattle' and were treated cruelly, many inhumanly. For instance, children of slaves were born into slavery, they could be taken from their families and sold into bondage to other masters. Slave marriages and families were frequently separated due to sale. However, slave laws recoiled in the North in the late 1700s due to their economics not being dependent on plantations, and the cruelty slaves were subject to.

SOURCE: <https://arlingtonhistorical.org>

Why did slavery come to America?

\_\_\_\_\_

\_\_\_\_\_

How do you think slaves came to the shores of North America? TPS, write your thoughts below:

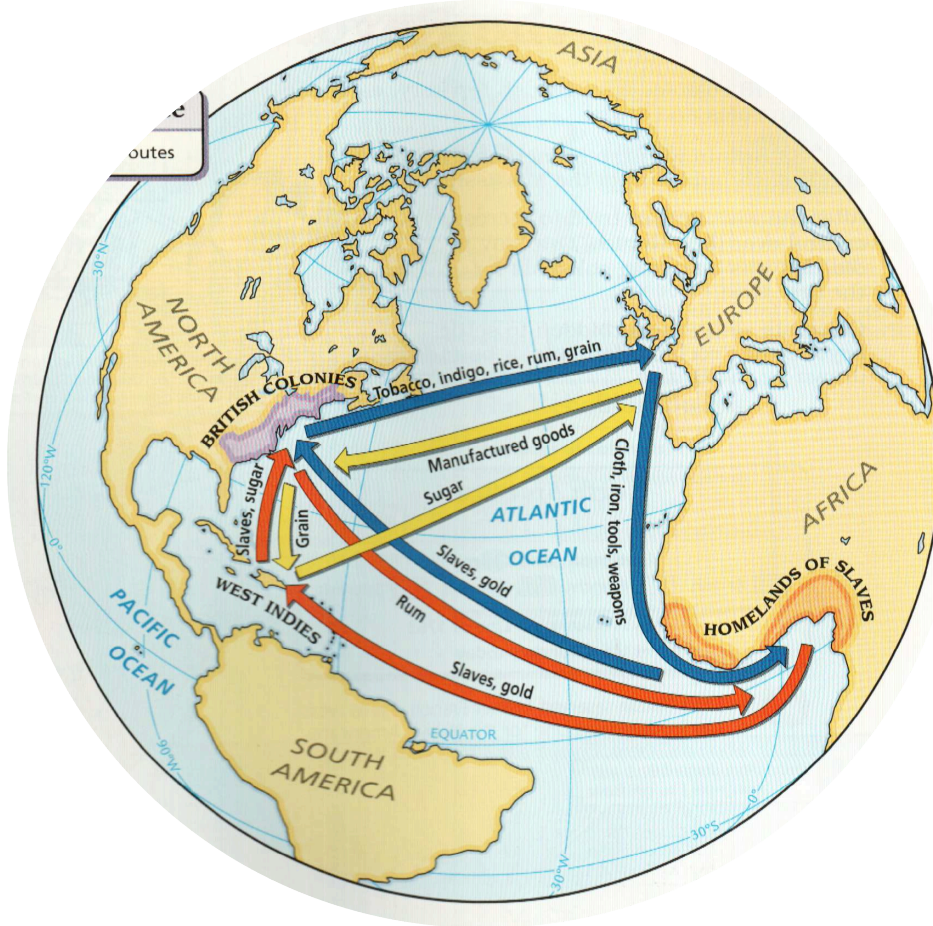
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\_\_\_\_\_

From the **Columbian Exchange** to the **Triangle Trade**.



The **Triangle Trade** began around 1505 when slaves were brought from Europe to the West Indies to work the sugar plantations developed by European settlers. The slaves from this era were usually conquered peoples of many cultures, including the Irish. However by the mid 1700s, slaves were being brought to the 13 British colonies from the West Indies and Africa. Review the map on the power-point.



How Africans came to be enslaved chattel in North America:

<https://www.youtube.com/watch?v=8nePOpkYwY>

An interactive map on the Slave trade from the 1500s to the 1800s:

[http://www.slate.com/articles/life/the\\_history\\_of\\_american\\_slavery/2015/06/animated\\_interactive\\_of\\_the\\_history\\_of\\_the\\_atlantic\\_slave\\_trade.html](http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html)

Additional text information on slave laws in North America:

<https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html>

Steven Spielberg video documentary on the Middle Passage:

<https://www.youtube.com/watch?v=yvhKeJ6m3rY>

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# Triangle Trade with the Middle Passage: RIGHT, WRONG, AND IN-BETWEEN

*African-American slave sometimes organized revolts against their owners. A number of these rebellions were violent, resulting in the deaths of slave owners and their families. For example, in 1931 during Turner's Rebellion, a group of slaves murdered 55 men, women, and children. Were such rebellions morally wrong? List arguments on/for both sides of the issue. Then use those points to produce a more complex opinion.*

RIGHT	WRONG
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
IN BETWEEN	
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L8 DATE\_\_\_\_\_9/24 LT: I can distinguish between indentured service and slavery.

Middle passage and conditions- TBE

'The Dutchman Painting' on the topic

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What is the difference between an indentured servant and a slave?

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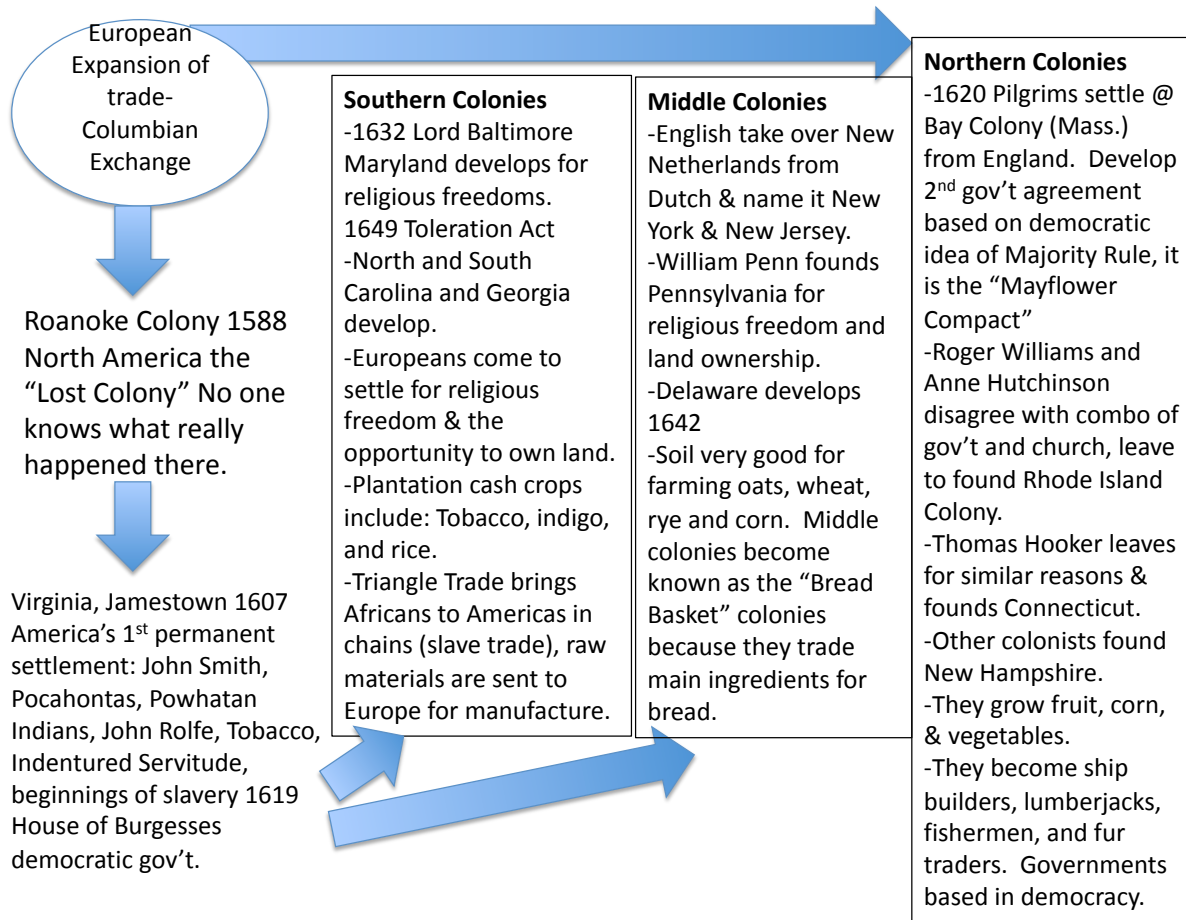
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Specifics that usually show up on Regents exams regarding the 13 colonies.



L9DATE\_\_\_\_\_9/25 LT: review,

L10 DATE\_\_\_\_\_9/26 LT: test UNIT 1

Geography of colonies in America

The economy and trade

Reasons people came to America

English, French and Dutch Colonization

Triangle Trade and Middle passage

Role of Native American Indians, Africans, women

Indentured Servitude and Slavery