



7th Grade Honors
WELCOME BACK! 😊

Ms. Rubino

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7th Grade Page

Simple Stuff 1st
Names from roster...

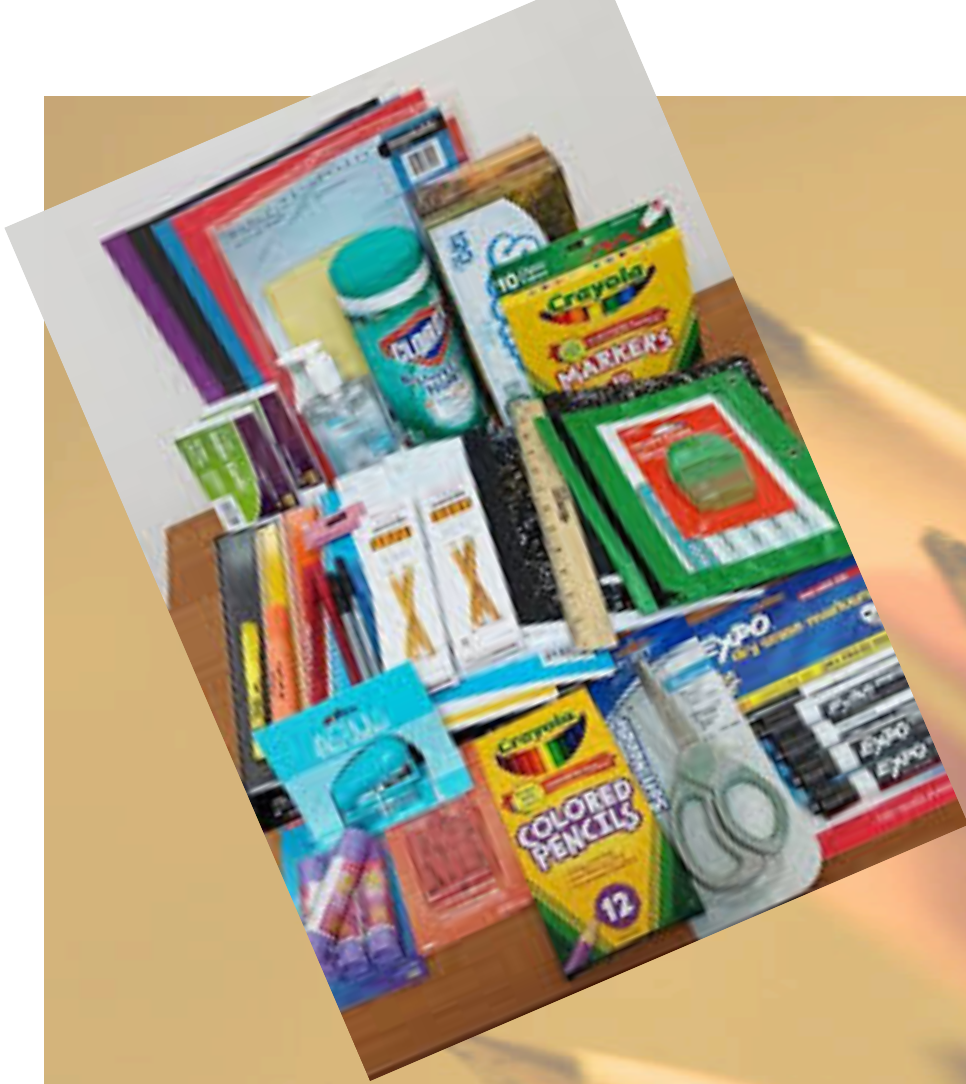
LT: I can re-acclimate myself to cultural school norms and expectations.



***We need donations
of tissues, paper
towels, hand
sanitizer and baby
wipes!!***

***These items will be
used in your
classroom!***

***Please bring in
whatever you can!***



Daily needs.....

For all classes a binder with loose-leaf paper that can be divided in 5-6 sections will be brought to and from school daily

2 pocket folders

Highlighter & Package of post its

Blue/Black & Pencil, Sharpener with top, Erasers, Highlighter, Flash Drive, Package of Index Cards, Post-It Notes, Loose-leaf .

Let's answer the questions quickly!

Tomorrow you will be taking an assessment. Don't freak out, no worries, I need to see where you all are at in order to ensure you are prepared for future.

Must complete homework sheet! Read with your parent or guardian- PARENT fills in info & return!

Who will I be in your life in this classroom...

We as human beings sometimes have a pre-conceived idea of our abilities. YOU must realize, your teachers will see beyond your ideas about yourself.

Eventually you must choose whether or not you will quit or if you will allow yourself to be driven to excellence.

<https://www.youtube.com/watch?v=-sUKoKQIEC4>

LT: I can acclimate myself to the requirements of my Social Studies class.

Classroom norms.....

Jobs available..... Handout, attendance roster, collection materials/HW,

Rules for the teacher.... Students have 2min...

List up types of activities I like most-Exit slip

How do I want to feel in June.... Exit slip

General Assessment: Last 20 minutes of class.

You need to be able to know main idea, context clues, and understand how to use RACe.

1 LT: I can determine the reasons for settlement in North America.

Agenda:

- 1- Read Article
- 2- extract facts/
comprehension
- 3- Share out reasons &
compare to to what I
thought.

Criteria for Success:

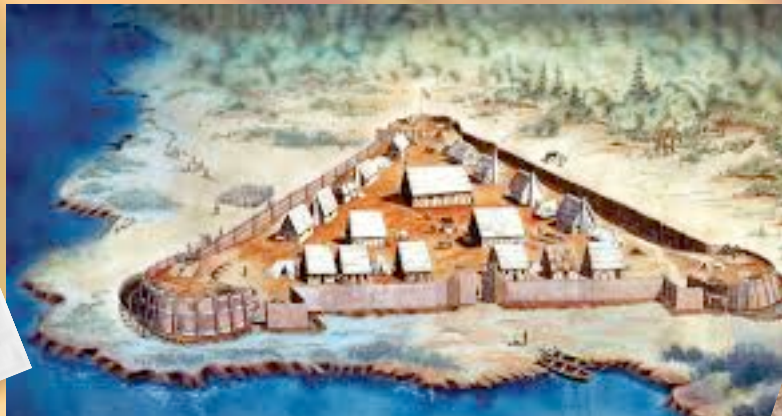
- I can read an article and acquire facts.
- I can answer questions using facts acquired.
- I can connect facts from reading to real world situations.
- I can determine reasons for settlement in North America.

A little T chart:

What I know....

What I want to learn...

The First Colonies... article & list



2 LT: I can determine how the geography, land use and resource influence development on Northern Colonies.

Agenda:

- 1- cartoon MAP quick breakdown
- 2- complete article-discuss
- 3- answer questions

Criteria For Success:

- I can breakdown a cartoon map
- I can read and take notes.
- I can have a discussion on the -Social /Cultural, colonial economy, religious beliefs establish social hierarchy of Northern Colonies.

-How did the newcomers
use the land?

-How did it to influence
their development?

12 13

Georgia

What sort of TS can
you make?

What can you add?

North -East

South-East

Northern:

Massachusetts-2sep.
areas, New Hampshire,
Rhode Island,
Connecticut,

THE NEW KING GOT RIGHT TO WORK IN THE AMERICAN DEPT:

Middle:

New York, Pennsylvania,
New Jersey

THE ROYAL
NEW YORK
CH (WHO
Y SWINDLED
INDIANS).
S QUICKLY
SORT

Land of dotted lines



SETTLE
A DEBT, KING CHARLES
FOBS OFF SOUTH
CAROLINA ON SOME
NOBLES.

Southern:

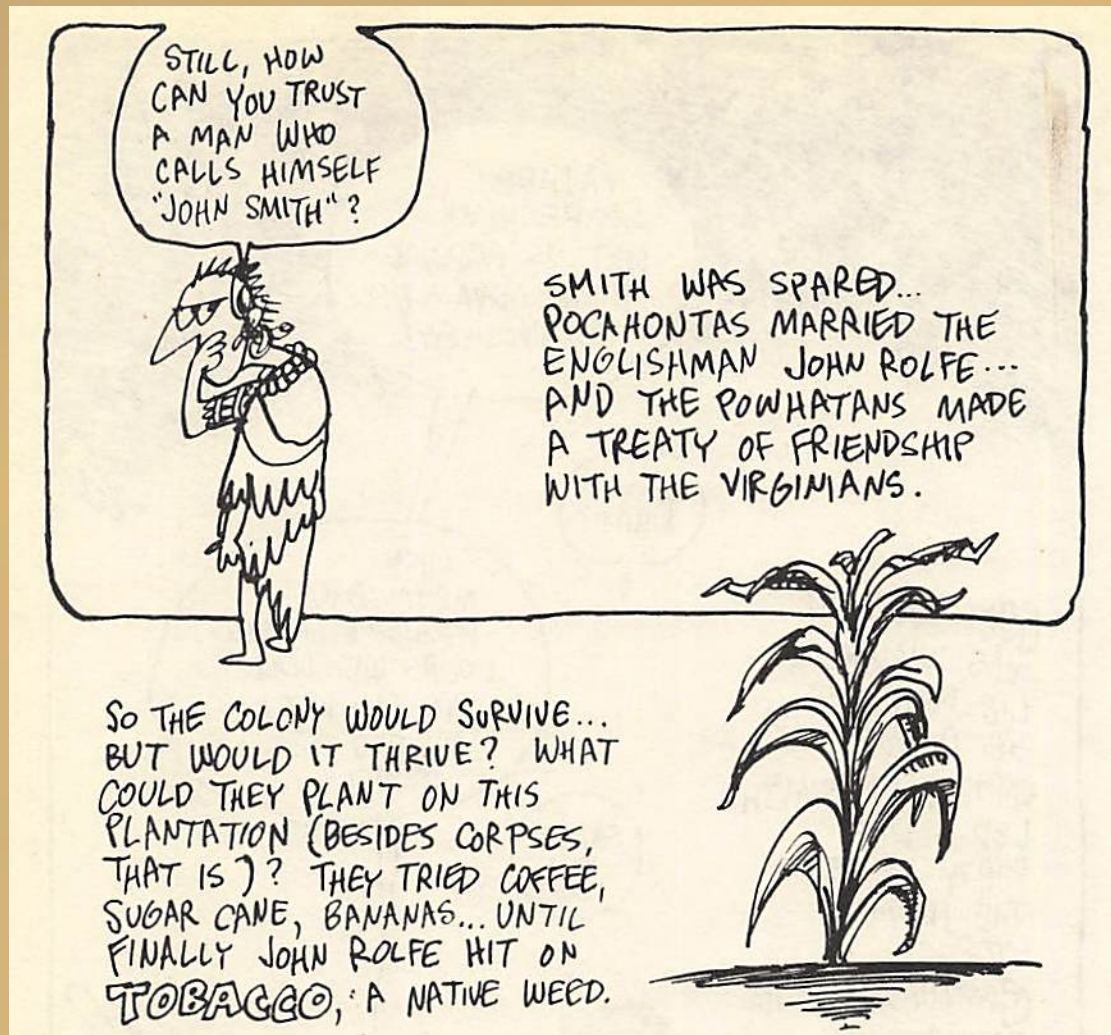
Maryland, Virginia,
North & South Carolina,
Georgia

AYS
DS, HE
NNSYLVANIA
J.

THE
ING UP —
WAS:



THE MAP
WAS
NEVER
EMPTY!



Early Finisher extra credit: Make your own b/c, but, so stem and complete each of the sentences.

3 LT:- I can determine how the geography, land use and resource influence development on the Middle Colonies.

Agenda:

- 1- read article
- 2- extract facts-highlight
- 3- annotate understanding
- 4- answer questions
- 5- share out discussion

Criteria For Success:

- I can discover through reading.
- I can determine through fact extraction and annotation.
- I can answer questions.
- I can discuss the-Geography, land use and resources influence development- on Middle Colonies Social / Cultural, colonial economy, religious beliefs establish social hierarchy, or social ladder .



Make Annotations as you read.

To annotate you write your understanding in your own words noting key terms.

Which states were middle colonies?

Which colony is named after him?

How did New Netherlands become New York and New Jersey?



Why do you think the Quakers left England?

Who left to seek a place for religious safety & why was he able to do so!?

Why are middle colonies known as the "Bread Colonies?"



Because, But, So....

The Quakers sought religious freedom because
..they were ridiculed, jailed, and abused by the English Crown for their beliefs.

The Quakers sought religious freedom, but
..where would they go and who could they turn to for help and escape?

The Quakers sought religious freedom, so
..they decided to go North America with the help of William Penn.

4 LT: I can determine how the geography, land use and resource influence development on Southern Colonies.

Agenda:

- 1- read article
- 2- extract facts-highlight
- 3- annotate understanding
- 4- answer questions
- 5- share out discussion

Criteria For Success:

- I can read an article.
- I can extract facts/highlight info on the topic.
- I can annotate my understanding.
- I can discover answers through reading and discussion on the- Geography, land use and resources influence development- Southern

Which states were southern colonies?

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



Why were settlers drawn to the southern colonies?

How did settlers make their living in the the southern colonies?

Would you become an indentured servant to go to another land?

What was life like for a slave?



When & why did slavery come to North America?

Why do you think planters became legislative, or lawmaking, leaders?

Because, But, So.....

People moved to southern colonies because
..they wanted religious freedoms and opportunity to
own land for business.

People moved to southern colonies, but
..large plantation owners needed a tremendous
amount of labor to be successful.

People moved to southern colonies, so
..they settled in the Southern Colonies, purchased land
plantations and the slaves needed to work the land.

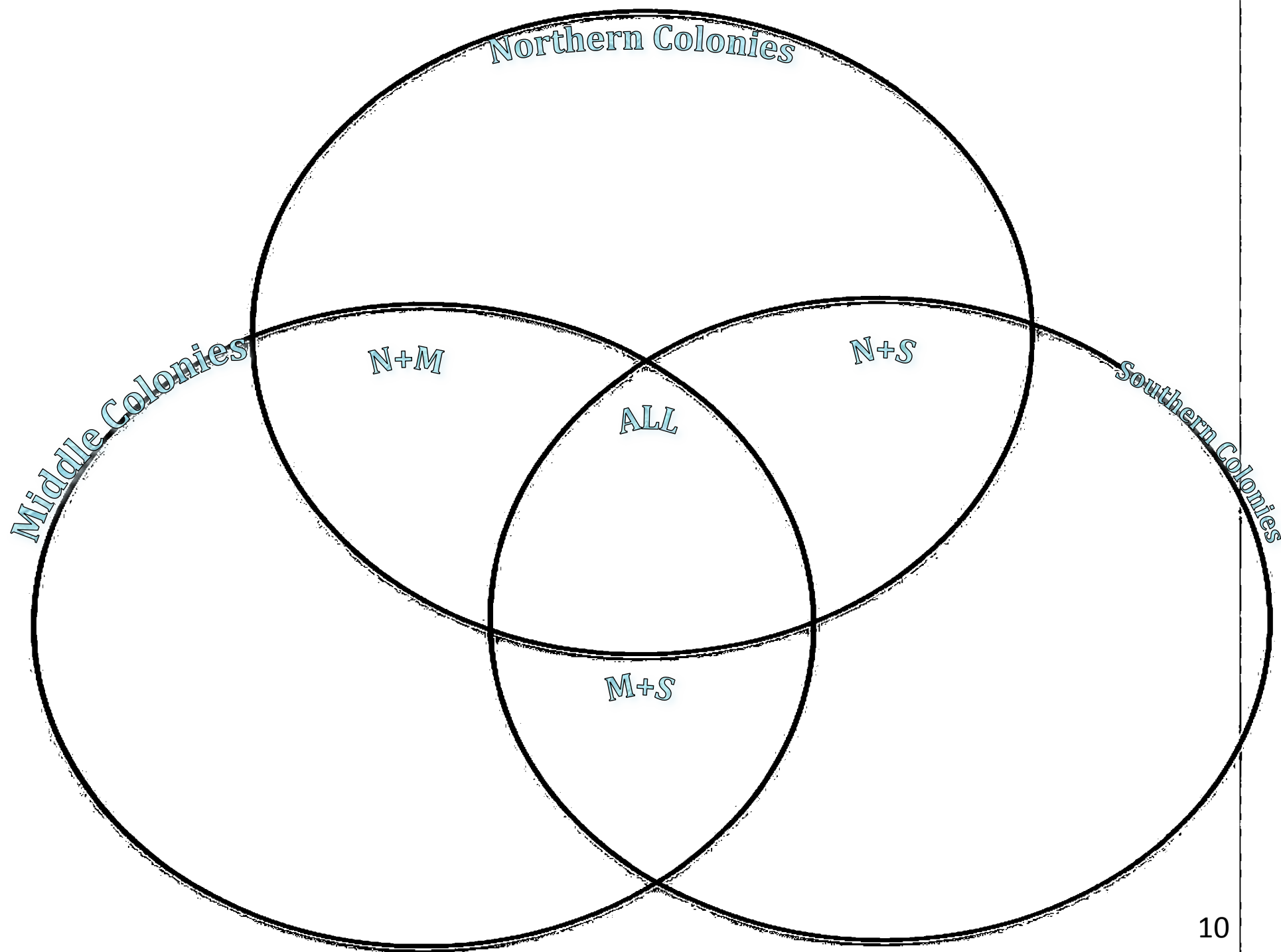
5 LT: I can Compare and contrast 3 colonial regions on a triple Venn diagram.

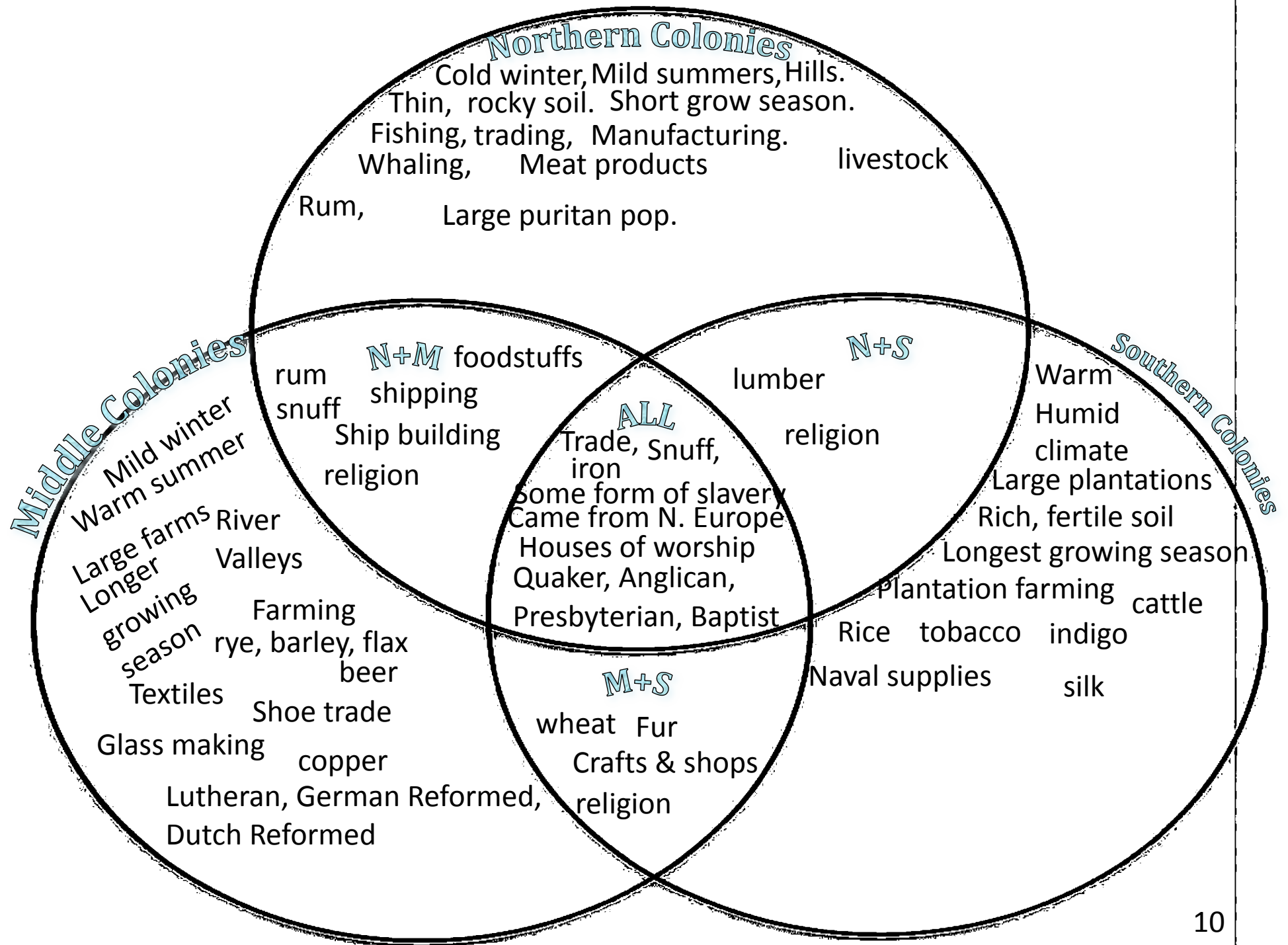
Agenda

- 1- What's a triple Venn Diagram?
- 2- Work with your group to complete.
- 3- Share out your understanding!

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.





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

Power- the ability to direct or influence the behavior or others or the course of events.

Morality- principles concerning the distinction between right and wrong or good and bad behavior.

What was moral about these people coming to America?

How did these people wield their power?

In what ways was wielding this power moral?

In what ways was building this power immoral?

5 LT: I can determine the role of Native American Indians during the early settlement years.

Agenda:

- 1- watch video/read excerpts
- 2- Extract facts
- 3-Annotate understanding
- 4- Make determinations.

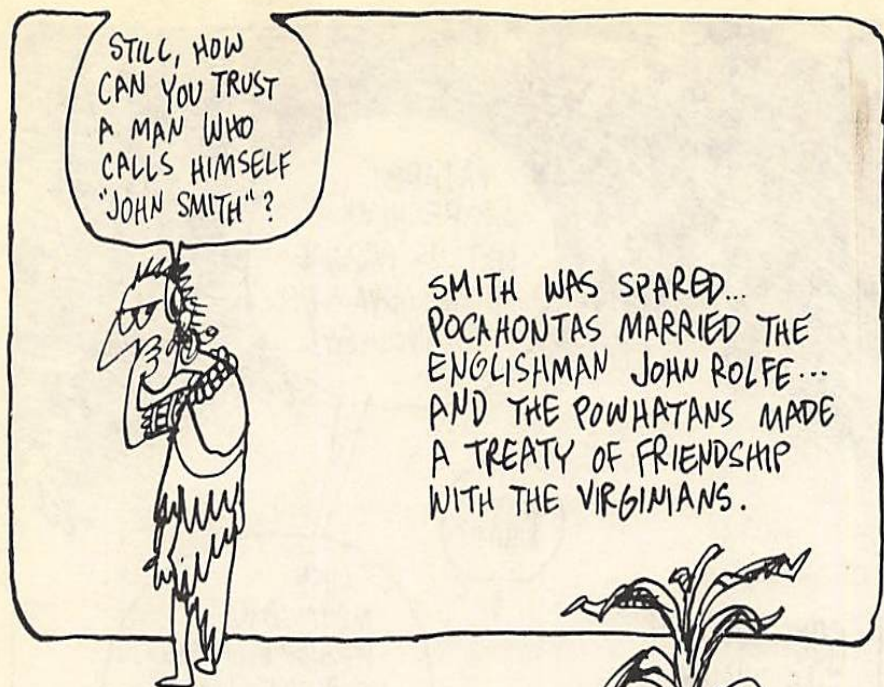
HOMEWORK VENN DIAGRAM

**5th -8th pd ADDITIONAL
HOMEWORK-**

Criteria For Success:

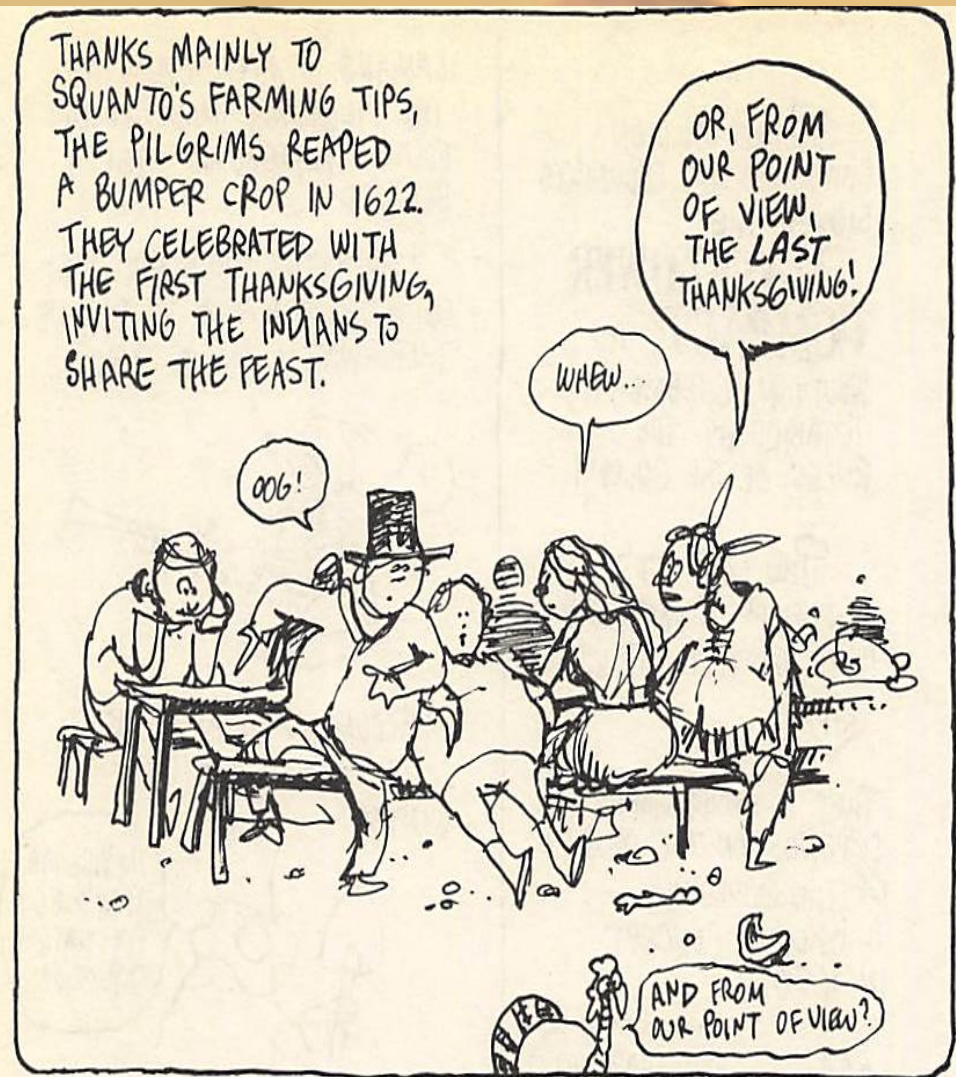
- I can watch/read about women, Native American Indians, and Indentured Servants roles.
- I can extract important facts to help me learn about settlement on the East coast of America.
- I can determine the role of Native Am. Ind., women, and indentured servants on settlement.
- <https://www.youtube.com/watch?v=-xxtc80qOHY>

Native Americans in relation to new settlers....



SMITH WAS SPARED... POCAHONTAS MARRIED THE ENGLISHMAN JOHN ROLFE... AND THE POWHATANS MADE A TREATY OF FRIENDSHIP WITH THE VIRGINIANS.

SO THE COLONY WOULD SURVIVE... BUT WOULD IT THRIVE? WHAT COULD THEY PLANT ON THIS PLANTATION (BESIDES CORPSES, THAT IS)? THEY TRIED COFFEE, SUGAR CANE, BANANAS... UNTIL FINALLY JOHN ROLFE HIT ON TOBACCO, A NATIVE WEED.



cotton
Indentured Servants
Atlantic Ocean

European Workers

Free



Plantation

Very large
Workers
Jamestown
Cash Crop

6 LT: I can examine how colonies developed right here in the New York area!

Agenda:

- 1- SLANT for video, annotate
- 2- write notes in NTF in support booklet
- 3- Review contributions of the Dutch and French, connect to today 😊

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.



S.L.A.N.T.!!!!

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

DUTCH CONTRIBUTIONS

WHICH contribution(s) has an impact on our life today?



7 LT: I can examine the need for more labor in the 13 Colonies.

Agenda:

- 1- Columbian Exchange, cartoon
- 2- From Columbian Exchange to Triangle Trade, article
- 3- Middle Passage

Criteria For Success...

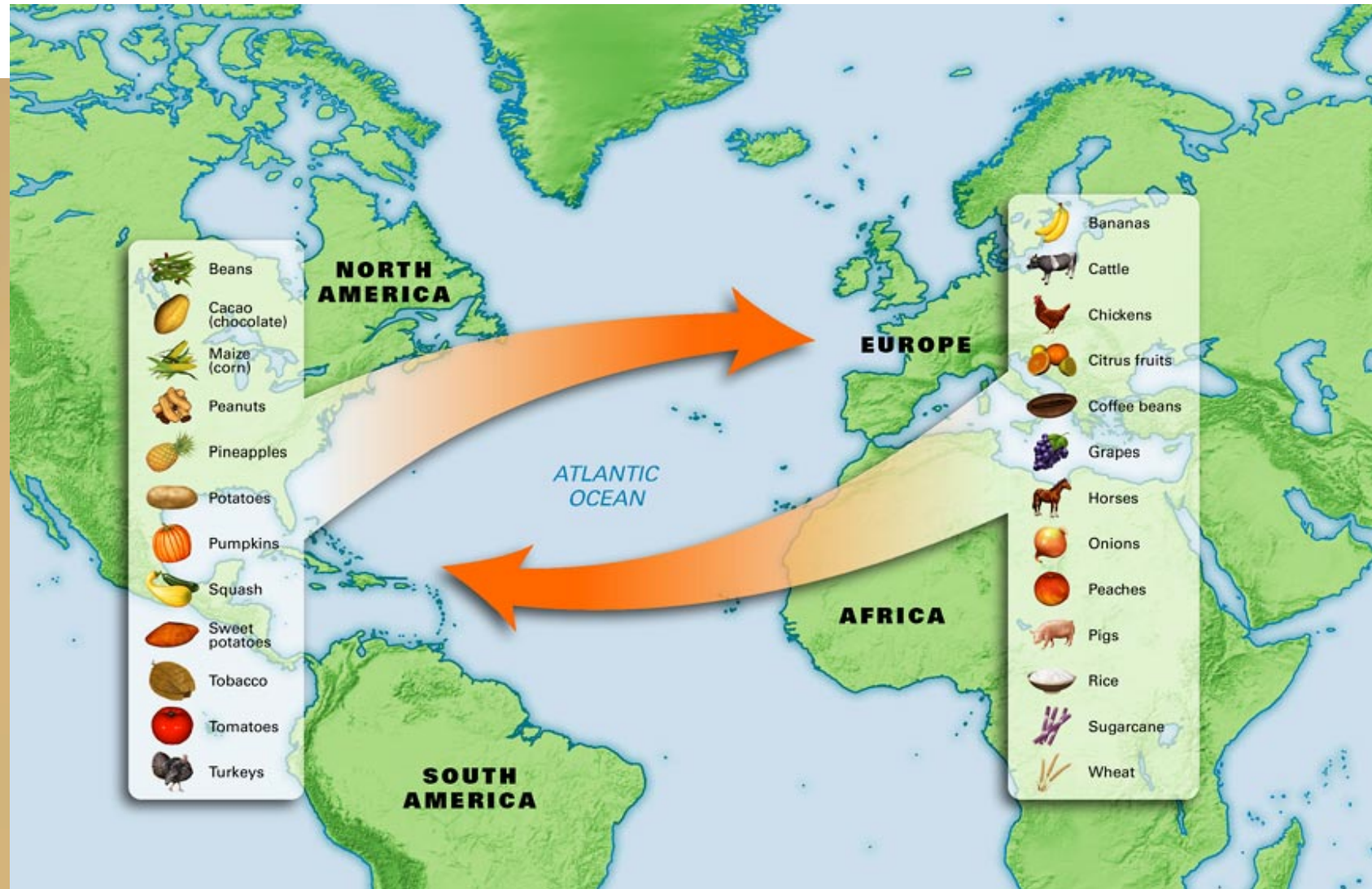
How will you succeed?

What needs to be done?

1-

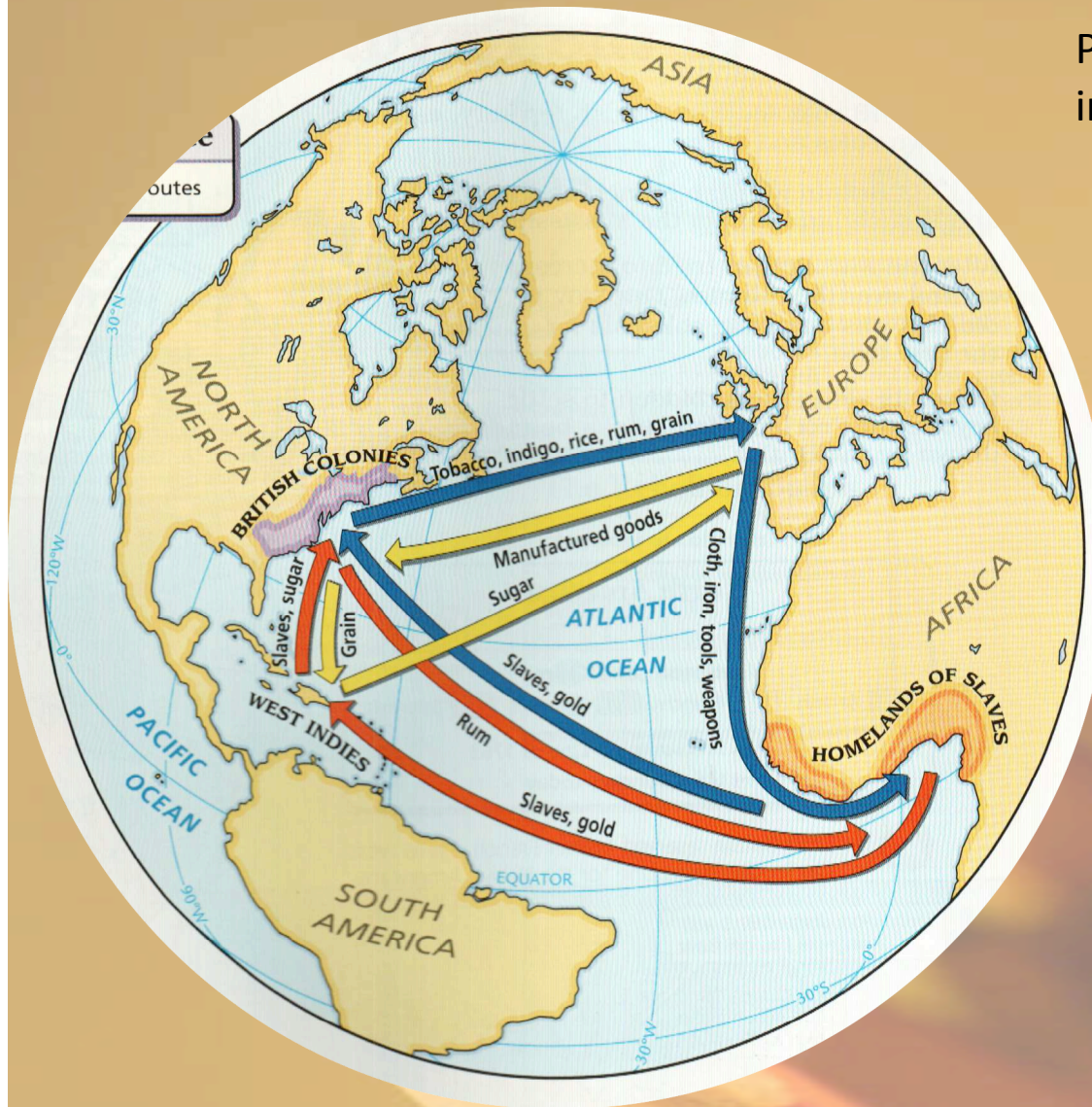
2-

3-



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?

Practice the Skill: Reading an informational map.



This map details how the **TRIANGLE TRADE** worked. The Triangle trade began about 1505 when slaves were brought to European sugar plantations in the West Indies.

Locate the West Indies on the map left –circle it.


By the mid 1700s, slaves were being brought to the 13 British colonies from the West Indies and also directly from Africa.

Locate and note trade from and to different points on the map.

What was traded from where and to where?

Traded to and from Africa-Red
Traded to and from Europe- Yellow
Traded to and from 13 colonies - Blue

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



[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)

8 LT: I can distinguish between indentured service and slavery.

Agenda:

- 1- similarity between indentured servitude and slavery.
- 2- Connecting slavery and the Dutchman Painting.
- 3- remembering the tenets of the middle passage....

Criteria For Success:

How will you succeed?

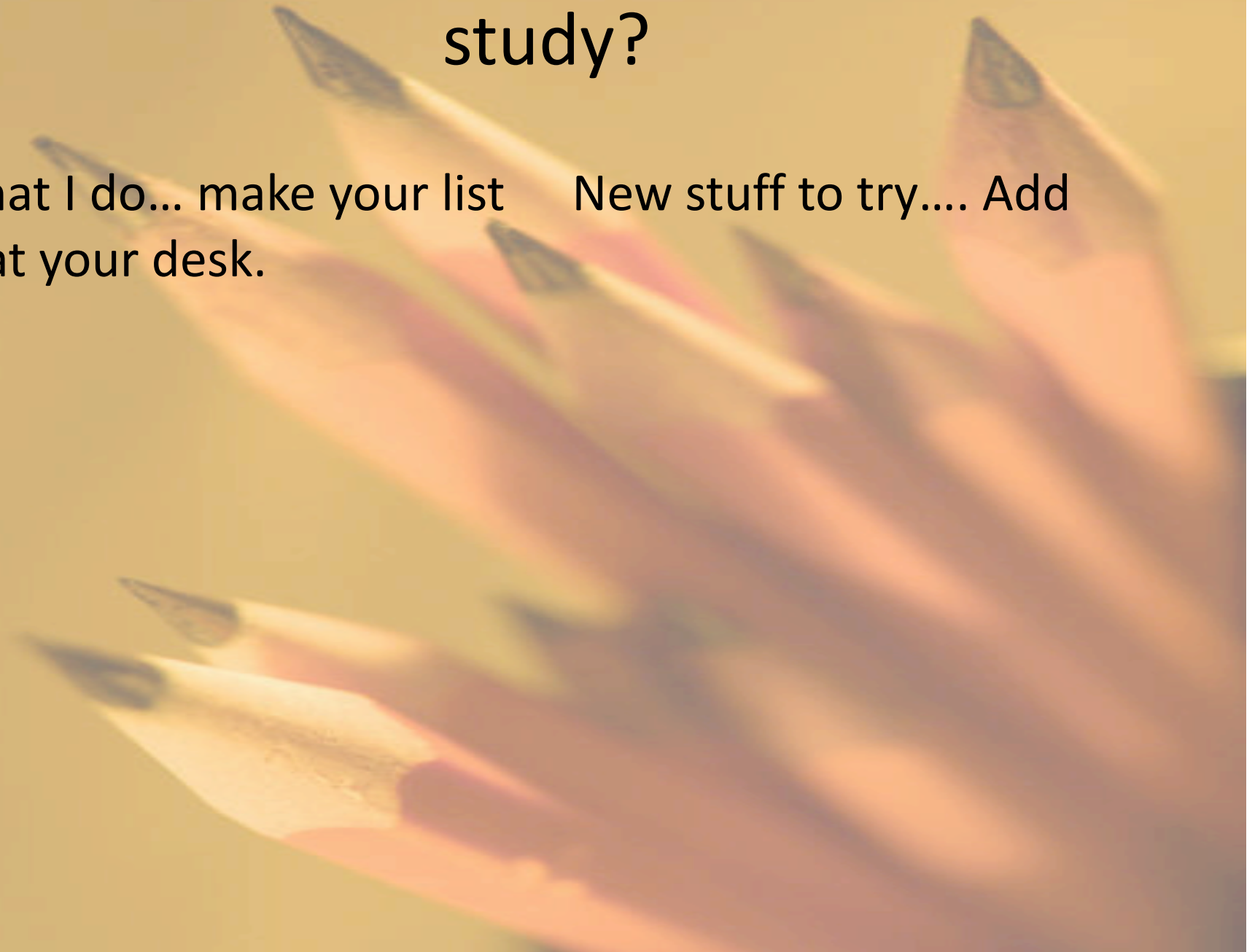
What needs to be done?

- 1-
- 2-
- 3-

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

LT: I can review for exam- How do you study?

What I do... make your list New stuff to try.... Add
at your desk.



LT- Assessment-I can show I know

- 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