



# Unit Planner: Geography and the development of the U.S

## U.S. History 1

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High School > 2018-2019 > Grade 11 > Social Studies > U.S. History 1 (C) > Week 1 - Week 2

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### Geography and the development of the U.S

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#### Big Ideas / Enduring Understandings

People are often influenced by geographical locations, this impacts daily lives and practices based on natural resources and other essential needs for survival in a society.

#### Essential Questions

1. How does geography influences lifestyle and point of view
2. How does geography, climate, and natural resources influence how people live and work.
3. How do people modify and impact the environment?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - 1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
    8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Skills / Strategies

Geographical features of the U.S.  
13 colonies  
New England Colonies  
Middle Colonies  
Southern Colonies  
Mayflower Compact

Vocabulary Development

- Map / Graph / Chart Analysis
- Determining Cause and Effect
- Analyzing fact vs fiction
- Periodization of United States History
- Research Skills
- Creative writing and interpretation skills
- Incorporating of Outside Information

## Key Terms / Vocabulary

1. Geography
2. Mississippi River
3. Appalachian Mountains
4. Middle Colonies
5. New England Colonies
6. Southern Colonies
7. Plantation
8. Barrier
9. Migration
10. Settlers
11. Atlas
12. Charter
13. Joint Stock Company
14. Pilgrims
15. Puritans
16. Separatists
17. Democracy

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Group projects for collaboration and social skills development
- Individual research on geography
- Analysis and map design skills
- Vocabulary skills and analysis
- Select videos from time period for comprehension
- handouts from the internet and other text from reliable sources
- Primary and secondary source accounts

### Modifications/Adaptations

- Peer grouping based on interest level and compatibility
- use of technology (laptops) in order to conduct research
- instructors provide students with 'guided' choice of topic as well as primary/secondary source documents and web sites for research
- use of visuals including topographical and political maps, images (including .gifs) and short video clips (2-3 minutes)
- vocabulary is bold on all handouts/presentation materials and is rewritten in colored ink on the whiteboard for distinction

## Assessments

### Depth of Knowledge (DOK) Levels

#### **Colonial Life Book Project**

#### **Summative: DOK 4 Extended Thinking: Written: Narrative**

Create a non fiction book about why colonists came to the new land while incorporating factual evidence based on the colonial region settled.

- primary and secondary sources provided at various reading levels
- Graphic organizers provide a means for note taking as well as study guide
- use of smart-board based review materials to scaffold content and re-teach for visual/auditory/kinesthetic learners

#### Extensions

- Group-to-teacher conferences conducted throughout class provide opportunity for guided choice and strategically selected materials

### Resources

#### Websites and Web-tools used

 <http://mrkash.com/activities/mayflower.html>

 <http://www.ushistory.org/documents/mayflower.htm>

#### Focus

- Guided reading

