**Unit Overview**

The first unit of American History 1 examines European exploration and the settlement of the 13 English Colonies through the lenses of exploration, settlement, immigration, and freedom.

**Age of Exploration:**
European exploration resulted from a combination of new innovations/ideas and a desire for economic and political power. A variety of events, including revolutions and reform movements, affected both the exploration and colonization goals of European countries. The geographic location and economic benefit of colonial settlements varied from nation to nation, which impacted their ability to maintain and increase their economic and political power.

**13 English Colonies:**
England’s American colonies formed on the Atlantic coast of North America, with its first successful colony in Jamestown, Virginia. The next two English colonies to develop, the Plymouth and Massachusetts Bay Colony, both of which were located in Massachusetts, were established as a response to religious persecution. Due to the Protestant Reformation, religious conflict increased in Europe and several religious groups sought religious freedom by immigrating to the New World. Overtime, this desire for freedom and hope of beginning a new life will become the foundation of the “American Dream”. In Virginia and Massachusetts, the colonists flourished with some assistance from American Indians; yet, the differing views of land usage and ownership lead to numerous conflicts between the two groups. As a result of the diverse backgrounds of the colonists and the geographic conditions of each settlement, the 13 Colonies developed distinct religious, economic, and political characteristics.

**Economic Growth within the Colonies and the British Empire:**
With little interference from Britain, the colonies flourished and colonists strived for economic success, often at the expense of others. The continued economic success of the colonies helped increase Britain’s power across the globe.
<table>
<thead>
<tr>
<th>Unit Enduring Understanding(s)</th>
<th>Unit Essential Question(s)</th>
</tr>
</thead>
</table>
| 1. Exploration is often the result of a desire for increased wealth and power.  
2. The desire for freedom and an improved quality of life can result in immigration.  
3. The identity of a region is often shaped by the geography of the region and the individuals and groups who settle within it.  
4. Economic development can impact freedom and opportunity. | 1. Why is exploration viewed as an opportunity to increase power and wealth?  
2. Why are individuals and groups motivated to emigrate?  
3. How is the identity of a region shaped by the geography of that region and the settlement of diverse groups within it?  
4. How can economic development impact freedom and opportunity? |

### Essential State Standards

<table>
<thead>
<tr>
<th>Priority Objectives</th>
<th>Supporting Objectives</th>
</tr>
</thead>
</table>
| **AH1.H.3.1** Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement.  
AH1.H.3.2 Explain how environmental, cultural, and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War.  
AH1.H.3.4 Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response.  
AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through reconstruction.  
AH1.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction. | **AH1.H.3.3** Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups.  
AH1.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted.  
AH1.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream”.  
AH1.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction. |

*Standards 1 (historical thinking) and 2 (turning points) are included in every unit.*
<table>
<thead>
<tr>
<th>“Unpacked” Concepts (students need to know)</th>
<th>“Unpacked” Skills (students need to be able to do)</th>
<th>COGNITION (RBT Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AH1.H.3.1</strong></td>
<td><strong>AH1.H.3.1</strong></td>
<td><strong>AH1.H.3.1</strong></td>
</tr>
<tr>
<td>• how economic, political, social,</td>
<td>• Analyze (influence)</td>
<td>• Analyzing</td>
</tr>
<tr>
<td>military and religious factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>influenced European exploration and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American colonial settlement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH1.H.3.2</strong></td>
<td><strong>AH1.H.3.2</strong></td>
<td><strong>AH1.H.3.2</strong></td>
</tr>
<tr>
<td>• how environmental, cultural, and</td>
<td>• Explain (influence)</td>
<td>• Understanding</td>
</tr>
<tr>
<td>economic factors influenced the patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of migration and settlement within the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH1.H.3.4</strong></td>
<td><strong>AH1.H.3.4</strong></td>
<td><strong>AH1.H.3.4</strong></td>
</tr>
<tr>
<td>• voluntary and involuntary immigration</td>
<td>• Analyze (trends)</td>
<td>• Analyzing</td>
</tr>
<tr>
<td>trends in terms of causes, regions of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>origin and destination, cultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contributions, and public and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>governmental response</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH1.H.5.1</strong></td>
<td><strong>AH1.H.5.1</strong></td>
<td><strong>AH1.H.5.1</strong></td>
</tr>
<tr>
<td>• how the philosophical, ideological and</td>
<td>• Summarize (contribution)</td>
<td>• Understanding</td>
</tr>
<tr>
<td>or religious views on freedom and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equality contributed to the development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of American political and economic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>systems through reconstruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH1.H.8.1</strong></td>
<td><strong>AH1.H.8.1</strong></td>
<td><strong>AH1.H.8.1</strong></td>
</tr>
<tr>
<td>• the relationship between innovation,</td>
<td>• Analyze (relationship)</td>
<td>• Analyzing</td>
</tr>
<tr>
<td>economic development, progress and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>various perceptions of the “American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dream” through Reconstruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH1.H.8.2</strong></td>
<td><strong>AH1.H.8.2</strong></td>
<td><strong>AH1.H.8.2</strong></td>
</tr>
<tr>
<td>• how opportunity and mobility impacted</td>
<td>• Explain (impact)</td>
<td>• Understanding</td>
</tr>
<tr>
<td>various groups within American society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard(s)</td>
<td>Unit “Chunking” &amp; Enduring Understandings</td>
<td>Suggested Lesson Essential Questions</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| AH1.H.3.1   | **Age of Exploration**                    | How did social and religious changes within Europe influence exploration? | • Reformation  
• Improvements in Navigation Technology  
• Global Imperial Conflict  
- Britain, France, Spain  
• Power, Wealth, Adventure (3Gs)  
• Mercantilism  
• Glorious Revolution  
• New World | How the global imperial conflict between Britain, France, and Spain impacted European exploration and settlement of North America.  
A nation may choose to colonize other regions of the world to expand its economic and political power. |
| AH1.H.3.1   | **13 English Colonies**                    | How did the cultural, political, and economic events in Europe act as push factors for immigration to the 13 English colonies? | • Protestant Reformation  
• Glorious Revolution  
• American Colonial Settlement  
- factors: economic, political, social, military, religious  
- improve quality of life  
- opportunity and mobility  
- voluntary immigration  
- involuntary immigration  
- harsh conditions | Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life. |

**Suggested Lesson Essential Questions**
- How did social and religious changes within Europe influence exploration?
- How did economic and political changes within Europe influence exploration?

**Possible Factual Content**
- Reformation
- Improvements in Navigation Technology
- Global Imperial Conflict
  - Britain, France, Spain
- Power, Wealth, Adventure (3Gs)
- Mercantilism
- Glorious Revolution
- New World
1. **Settlement within the U.S. before the Civil War.**

2. **AH1.H.3.4**
   Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response.

3. **AH1.H.5.1**
   Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through reconstruction.

4. **AH1.H.8.1**
   The geography of a region and the purpose for immigration influences the economic development of a region.

5. **Regional differences** can be attributed to the inhabitants of the region.

| How did the topography of the different regions of the 13 English colonies and the reasons colonists immigrated influence the economic development of the different regions? |
| How did the social, cultural, and political ideologies of the colonists contribute to the development of regional differences of the 13 English colonies? |

- **Colonial Regions**
  - Massachusetts Bay
  - New England
  - Middle
  - Southern
  - Economic diversity
  - Cultural diversity
  - Environmental differences
  - Roanoke
  - Jamestown

- **Cultural Groups and Aspects**
  - Quakers in Pennsylvania
  - Puritans in New England
  - Pilgrims/ Separatist
  - Scotch-Irish
  - Africans
  - Germans
  - Moravians
  - American Indians
  - indentured servants
  - Salem Witch Trials

- **Economic Aspects**
  - Cash crops
  - Land policies
  - indentured and enslaved labor
  - Plantation system
  - Landed gentry
  - Commerce
  - Shipbuilding
  - Commercial agriculture
  - Materialism
  - Surplus agriculture
  - Mercantilism
  - Joint-Stock Company
  - Head Right System
  - Structure of Government
  - Proprietary and Royal colonies

Regions may experience differences in economic growth, political systems, and social structures due to geographic and cultural diversity. Forces that push or pull various groups of people to move to a particular place or region may factor into the cultural development of that place or region.
<table>
<thead>
<tr>
<th>Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AH1.H.8.2</td>
<td>Explain how opportunity and mobility impacted various groups within American society through Reconstruction.</td>
<td>The foundation of a nation’s political and economic system often develops from the values and beliefs of its settlers.</td>
<td>How would the social, cultural, and political ideologies of the colonists contribute to the foundation for the American political and economic system?</td>
</tr>
</tbody>
</table>
| | | | | • American Dream  
  - foundation  
  - People/Documents  
  - John Smith: The General Historie of Virginia  
  - John Winthrop: City Upon a Hill  
  - Roger Williams  
  - Anne Hutchinson  
  - William Penn  
  - Magna Carta  
  - English Common Law  
  - English Bill of Rights  
  - Jonathon Edwards: Sinners in the Hands of an Angry God  
  - Mayflower Compact  
  - Fundamental Orders of Connecticut  
  - House of Burgesses  
  - Cultural Ideas  
  - natural rights  
  - religious freedom and tolerance  
  - individualism  
  - personal judgment  
  - educational ideas  
  - Great Awakening  
  * ideas included in Bill of Rights | Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system.
<table>
<thead>
<tr>
<th>Growth and development of one group can have a negative impact on other groups.</th>
<th>How did the settlement and development of the 13 English colonies impact the culture and movement of Native Americans?</th>
<th>Different groups may be affected different ways by economic growth. How and to what extent westward movement and settlement of European colonists and United States citizens impacted the culture and movement of American Indians.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AH1.H.3.4</strong></td>
<td><strong>Economic Growth within the Colonies and the British Empire</strong></td>
<td>How indentured servitude worked and the extent to which it impacted the economic, social, and political development of various places and regions. How and to what extent West Africans and their cultures survived the Middle Passage and the conditions of slavery.</td>
</tr>
<tr>
<td>Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response.</td>
<td>Both voluntary and involuntary immigrants can shape the social, political, and economic development of a place.</td>
<td>How the system of mercantilism led to “Triangular Trade” and the economic development of Great Britain and the colonies.</td>
</tr>
<tr>
<td><strong>AH1.H.8.1</strong></td>
<td>Economic development can have both positive and negative effects.</td>
<td>How did the system of mercantilism, and the resulting “Triangular Trade”, impact the economic development of Great Britain</td>
</tr>
<tr>
<td>Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction.</td>
<td>How did indentured servants and slaves impact the social, political, and economic development of the 13 English colonies?</td>
<td>• Structure of Government • Mercantilism • Triangular Trade • Middle Passage</td>
</tr>
<tr>
<td>• American Indian Beliefs About Land Ownership - private property rights • Pequot War • King Philips War</td>
<td></td>
<td>• Middle Passage</td>
</tr>
</tbody>
</table>
AH1.H.8.2

Explain how opportunity and mobility impacted various groups within American society through Reconstruction.

and the 13 English colonies?

- Navigation Acts
- Salutary Neglect

*Standards 1 (historical thinking) and 2 (turning points) are included in every unit.*
Historical Thinking and Geography Skill Resources

<table>
<thead>
<tr>
<th>Historical Thinking</th>
<th>Geography Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>° “Straight Ahead”</td>
<td>□ “Uphill”</td>
</tr>
<tr>
<td>△ “Mountainous”</td>
<td></td>
</tr>
</tbody>
</table>

General Unit Resources

<table>
<thead>
<tr>
<th>Historical Thinking</th>
<th>Geography Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>° “Straight Ahead”</td>
<td>□ “Uphill”</td>
</tr>
<tr>
<td>△ “Mountainous”</td>
<td></td>
</tr>
</tbody>
</table>
|   | **Freedom: A History of US**  
|   | Learn NC  
|   | [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/)  
|   | [http://www.hippocampus.org/](http://www.hippocampus.org/)  

|   | **Gilder Lehrman Institute of American History**  
|   | *The Crucible*  

|   | **Sinners in the Hands of an Angry God**  
|   | *Mayflower Compact*  
|   | The New England Primer  
|   | Richard Haluyt’s *The principall Navigations, Voiages and Discoveries of the English nation*  

Text differentiation symbols: Texts will be categorized in teacher resource documents as Straight Ahead (less challenging for struggling readers), Uphill (having some challenging words and more complex sentence structure that is appropriate for on-grade level readers), or Mountainous (containing challenging vocabulary, complex sentences, and more abstract ideas).