

Title of Unit: The Western Hemisphere- An Old World Made New

Vital Theme: This unit will explain how the Western Hemisphere's discovery by Christopher Columbus in 1492 would turn Europe's view as an Old World upside down. Once the Spanish explored the region they discovered they had stumbled onto a world that really could not be considered a New World. The Spanish found here were thriving civilizations that had existed for thousands of years. Though the natives were not as technically advanced as the Spanish, they had much to offer these newcomers. Once the Spanish had established themselves in this hemisphere, they realized there was easy wealth to be had, more gold, silver and jewels than they ever could have gained from trading with Asia. As Spain conquered and colonized the lands, getting richer and stronger, envious eyes from her enemies were watching and wanting to get in on this fast track to wealth. England desired to increase her wealth by going to the northern portion of the Western Hemisphere where she too wanted to find easy wealth. Fortunately they were not buried in quick wealth as the Spanish had been. Since England's riches would take longer to get, they would not be a "golden flash in the pan." England's settlement opened the door to industry which would eventually turn it into Europe's new super power that would outlast Spain's by centuries.

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Grade Level: Eighth grade middle school level in U.S. History

Number of lessons: 5

Time needed for completion: Six weeks

Curriculum standards Addressed: History - 8.1.3, 8.1.5, 8.3.1, 8.5.1, 8.5.2, 8.5.3, and 8.5.7
Economy - 8.2.1, 8.2.4, 8.2.6, and 8.2.7
Geography - 8.1.1, 8.1.7, 8.3.2, 8.3.3, 8.3.4, and 8.3.6
Government/ Civics - 8.4.4, and 8.6.5

NOTE– The lessons are based on the state's curriculum standards, however, I have paraphrased the written explanations of the standards to be more specific with covering the lesson. SEE EACH LESSON'S STANDARDS AND THEIR EXPLANATIONS.

Technology used: Video equipment, teaching aids videos, videos, overhead projector and opaque projector.

Introduction and Unit Goals Overview: Students will read textbook assignments, complete pre and post lesson evaluations. They will follow readings from the text, and projections covering Native American cultures from the Bering Land Bridge crossing to new archeological findings on the East Coast. The students will (TSW) use map skills and graphic organizers to understand

how Native American cultures were different, some advanced while some were primitive. They will use map skills to follow European exploration and colonization. TSW follow Spanish exploration, conquering and colonization of Native American Empires, and they will review the Columbian Exchange system and explain how disease played a major role in destroying native cultures. TSW watch and take notes from the Williamsburg video: *Jamestown - The Beginning*. TSW follow the text, completing assignments, use projections of primary source documents to better understand settlement and life in the British colonies. TSW analyze information and determine how the new colonies grew economically, how they developed into their own independent governments with new government ideas and how religious freedom would develop from intolerance. TSW be able to explain how back country disconnection from the colonies' main governments led to discontent, rebellion, and the establishment of slavery as a means to support an agriculture economy. Finally TSW view charts, graphs of early colonial growth from 1607 - 1750, and explain how England's ideas of mercantilism helped secure itself as the new economic super power of Europe, which soon led to social cracks forming with in this new empire, eventually resulting in its American colonies breaking away to form their own country.

The Western Hemisphere - An Old World Made New

Early European explorers looked upon the Western Hemisphere as a New World, when in fact, it was an Old World as defined by the amount of time mankind had lived there. The same periods of Ice Ages that strained human's existence in Europe also forced Asians to follow herd animals across the Bering land bridge. So when Christopher Columbus sailed west to the Orient, discovering this land, he was mistaken by insisting that he reached Asia. This Old World became a New World only in the reality that Europeans found a new place to exploit. The exploitation of Central and South America began with Conquistadors devastating native civilizations for gold, glory, and God. Spanish treasury coffers grew making her the new European superpower. England coveted Spain's successes and wanted in on the easy wealth. However, easy wealth was not to be found, and England's Jamestown and Plymouth settlements in North America were nearly disastrous. Slowly, they gave up on finding easy wealth and started using the natural resources available, especially the rich soil, timber, fishing, and wildlife, to firmly anchor themselves economically. The New England colonies were established for religious freedom, bringing a new twist to why people moved to America. England began growing economically by using the theory of mercantilism, and within one hundred and twenty-eight years, her two colonies had grown to thirteen colonies. These colonies were a treasure house of natural resources, fueling economic growth. Soon new economic, social, and religious principles took shape which would thrust England to the head of the World scene. These principles set the stage for a truly New World to take shape.

The idea Columbus presented that this was a New World was false since humans had been in this land from 50,000 to 20,000 years ago. The same Ice Ages, which had covered the planet during the Pleistocene Age, provided dry lands for hunter nomads to travel from Asia across the

Bering Land Bridge into the Americas, and maybe even an ocean route across the Atlantic following ice flows (Appleby, Joyce, Brinkley, McPherson 20-21, and Hudson 34). Archeological evidence in Peru's Flea Cave dig and Virginia's Cactus Hill dig reveals through Carbon-14 dating that humans were here in the Western Hemisphere much earlier than previously suggested (Appleby, Joyce, Brinkley, McPherson 20 -21; Hudson 34). American natives developed through four evolutionary stages, the Paleo, Archaic, Woodland and Mississippian periods. Man evolved from hunters to hunter-gatherers, to simple farming, and finally to having a more organized culture with towns, cities, governments and religions. In the Southeastern regions of North America, the Woodland and Mississippian Periods developed. During these periods, man's technology grew through the manufacturing of pottery, more advanced stone tools, and the beginnings of metal use as trade items and body adornments (Hudson 75). They developed permanent settlements protected by stockades. In the tropical regions, much more advanced cultures evolved. These groups began with the Olmecs, to the Mayas, to the Aztecs, and the Incas, which were every bit equal to Egyptian and other Middle Eastern civilizations. They bettered their farming techniques, and their cultures had organized religions and governments. They were astronomers who developed a 365 day calendar based on the Sun. They had a written language, and their numerical system was similar to Arabic but superior to the Roman system. They had paved roads connecting cities equaling those in the Eastern Hemisphere and they grew by trading with other cultures (Appleby, Joyce, Brinkley, McPherson 22-26; Brinkley, Alan, Current, Friedel, Williams 1). However, they had not understood yet how to make metal tools and weapons. This small fact would soon come to haunt the Western cultures as three small wooden ships held together by iron nails and transporting men with iron weapons were soon to change the natives' lives forever.

The year was 1492 A.D. Since 1095 A.D., Christian Europe had been at war with the Muslims,

who controlled the Middle East, Saharan North Africa and at least half of Spain. Spain, under the combined kingdoms of King Ferdinand and Queen Isabella, was in the process of driving Islam out of Spain, with the goal of defeating Islam and converting the world to Christianity. Into their world came a young Genoan with an extraordinary vision named Christopher Columbus. He wanted to sail west around the world to Asia, establish trade, convert Asians to Christianity, raise a new Asian Christian army, re-take Jerusalem from the Muslims which in turn would bring the second coming of Christ (Glover lecture). So off he went to make a name for himself by convincing the Spanish monarchy to finance his trip. After some persuading, he gained support from Spain and outfitted with three small ships, he sailed west. After ten weeks of sailing west, his fleet came upon land. At first, Columbus thought he had reached India so he called the inhabitants Indians. Columbus soon realized he had not found India, but a world completely different from anything known to Europe.

When Columbus returned to Spain, the monarchy was disappointed he had not found Asia, but they were excited about the lands he had discovered. What really raised their interest were Indian claims that there was gold in other parts of the new land. Soon Spanish explorers were traveling throughout the Caribbean Sea region. These explorers found gold, along with two great Native American empires, the Aztecs and the Incas, both of which were rich, golden empires. Soon conquistadors like Cortez and Pizarro were defeating these natives using their iron weapons and the diseases which devastated the natives. Between 1492 and 1560, Spain explored, conquered and colonized all lands in present day Mexico, Central America, most of the Caribbean Islands, and South America (Brinkley, Alan, Current, McPherson 10 - 11). By 1560, she was taking upwards of 5.8 million pesos per year from the colonies (Appleby, Joyce, Alan, Freidel, Williams 52). This extraordinarily large amount of income for a country made Spain Europe's new

superpower. The Spanish traveled into North America in search for more gold, contacting Native Americans in the Southeast and Southwest regions. They also brought diseases to the North American natives and many millions perished (Brinkley, Alan, Current, Freidel, Williams 14). The ravages completely decimated the Mississippian culture in the Southeast and the remnant survivors eventually banded together forming the historic tribes later Europeans came to know (Hudson 112).

Spain's successes attracted the attention of England, who wanted to get in on the easy wealth. Unlike the Spanish, the English monarchy did not fund the first colonies. Instead, joint-stock companies were formed by a group of private investors. The first group, named the London Company, which was later changed to the Virginia Company, had one main goal to find gold as soon as possible (Brinkley, Alan, Current, Freidel, Williams 31). They expected quick wealth, but very little planning went into this venture. They certainly did not ask the Spanish for advice. The first group to arrive consisted of 104 men, no women, no farmers, very few blacksmiths or carpenters. It did have a near full complement of gentlemen, jewelers, and perfumers. During the first winter more than half the group starved to death. In fact, the colony received wave after wave of new colonists for the first seventeen years before solid roots were taken (Brinkley, Alan, Current, Freidel, Williams 31 - 32). Starvation, local diseases, Indian raids and wars took a continual toll on the colony's population, and the Jamestown settlers had their worst year in 1609 – 1610, called the “starving time.” Another dreadful year was 1622, when the Powhatan Indian War killed over 300 settlers. However, in 1612, John Rolfe learned how to cultivate tobacco. So successful was the tobacco growth it became the currency in the colony (Brinkley, Alan, Current, Freidel, Williams 33 - 34). Soon the Company was transporting women for the men to marry, and families were formed. Subsistence farming along with commercial farming for tobacco set the

colony's roots firmly planted in the Virginian soil. By 1619, two significant events occurred: the House of Burgesses was formed and twenty African slaves came to the colony. What is striking about these two events is how opposite the principles they represented were (Boorstin 111; Morgan 295). The first promoted self-government for white landowners, while the second brought slavery for black Africans. By the mid 1600s Jamestown had grown, its economy was firm, and its self-government was the model for future colonies. England's first successful colony opened the door for other Englishmen to come to this new land.

Religious persecutions in England during the 1600s made it a turbulent place to live. Several religious groups, mainly the Separatists and Puritans, were persecuted by James I. The Separatists wanted to separate totally from the Church of England while the Puritans wanted to purify it (Brinkley, Alan, Current, Freidel, Williams 39 - 40). Many felt the Anglican Church was too "Catholic" in its worship practices; therefore, these groups could not worship under the Church's banner. The first to migrate were the Separatists who later became known as the Pilgrims. The Plymouth Company helped them obtain lands in Virginia, and William Bradford led a group of thirty-five saints and sixty-seven strangers to their new land. Sailing in route to Virginia, storms blew them off course, and the Pilgrims landed north of Virginia in an area which had been explored previously by John Smith. He had called this region "New England" (Brinkley, Alan, Current, Freidel, Williams 38). They determined God had placed them in New England, and that is where they stayed. Realizing they were outside of the Plymouth Company's controlled territory, they setup the Mayflower Compact as a self-governing document. It established a civil government for the Pilgrims, and they continued to swear allegiance to the King. On December 21, 1620, the Pilgrims landed at Plymouth Rock (Brinkley, Alan, Current, Freidel, Williams 38). For ten years, the Separatists worshiped God away from the Church, but their separation was soon

to end. By 1629, religious persecutions of Puritans in England had grown. The new king, Charles I, wanted to bring Roman Catholicism back as the official state religion. For many Puritans, it was time for them to leave the country. Using Puritan businessmen, they were able to obtain a land grant from Charles I for lands north of Plymouth. They formed their own joint-stock company which they called the Massachusetts Bay Company, and thus were only responsible to themselves, because they controlled the stock.

Puritans were the first immigrants coming to America who were really prepared. They had learned from Jamestown's and Plymouth's early mistakes, and the Puritans came to America in force. They organized a fleet of seventeen ships carrying over 1000 people. Now they could fulfill their dreams of purifying the church, thus preserving it from Rome's influence (Brinkley, Alan, Current, Freidel, Williams 39). These hardy Puritans had formed each community as a religious community and worked together for the good of the community. Every issue of society concerned the church, and from this the Congregational Church was formed (Brinkley, Alan, Current, Freidel, Williams 39). Puritans believed they were the new chosen "Children of God" and this was their promised land. Here they proclaimed "God's Divine Word" as they interpreted it. Their first leader, John Winthrop wrote, "We shall be as a City upon a Hill for those who seek..." (Boorstin 3). The Puritans believed above all else that they were on the right track in worshiping God. Their beliefs caused them to be very intolerant of anyone who did not strictly follow their church's tenets. Soon the colony grew more successful, which brought more newcomers. As the years passed, internal dissension grew, and men and women like Roger Williams and Anne Hutchinson spoke out against the Puritan hierarchy's dogma. Those who disagreed with the church were banished from the communities. From these banishments, new communities grew that were more tolerant, setting the stage for religious freedom throughout the

new land.

By 1732, there were thirteen British colonies in America. They stretched from Georgia up the Atlantic Coast into New Hampshire. The colonies were divided into three geographical regions: New England, Middle Colonies, and Southern Colonies. Each region's geography dictated how the colonies grew economically. In New England, the short growing seasons were not suitable for cash crop farming, so the lands were utilized to grow an economy. Timber for ship building, iron ore, fishing and furs were exported to Britain. The rivers were shallow and fast, making them perfect to drive mills for granaries and rum distillation (Appleby, Joyce, Alan, McPherson 77, 101). The Middle Colonies also produced similar exports to England. Rum and lumber were two of their major exports (Appleby, Joyce, Alan, McPherson 83, 103). Further south, the Southern Colonies enjoyed great conditions for developing a near total agrarian economy. The rivers were slow and deep allowing ocean ships to sail right up to plantations for loading or unloading. The soil was deep and rich; and tobacco, indigo, and rice were the early cash crops (Appleby, Joyce, Alan, McPherson 87, 104, and later guaranteed all resources flowed directly to Britain.

Mercantilism was in full swing. Unfortunately, this growth was stained by African slavery. This inhumane institution had grown as a means for providing needed labor to fan the colonial economy. A system called the Triangular Trade was instituted to transport slaves (Emert 20).

Ships from New England would pick up resources like timber, ore, or rum, and sail to England.

The next leg consisted of manufactured goods as glass, nails, or tools being shipped down to the

West Coast of Africa. On this leg, these goods were traded for slaves who would then be

transported to the Americas (Emert 20 - 30). There were different variations of the Triangular

Trade, but the end result was the same with suffering human cargo ending up in the Americas

(Emert 19). From 1680 through 1770, the slave population in America rose from 4.6 % to 21.4%

of the total colonial population of 2.14 million (Brinkley, Alan, Current, Freidel, Williams 61; Emert 19). Still, England enjoyed tremendous profits from North America. By the early 1770s, the annual average of exports in pounds sterling from the colonies to England was 1,569,419 per year (McCusker and Menard 108,130,174, 199). England in turn took these imports, turned them into trade goods and resold the goods back to the colonies. They controlled a tremendous monopoly and would do so until the American Revolution war a few years later.

The Western Hemisphere was already an Old World from Indian habitation thousands of years before the first Europeans came. Their cultures, cities, and empires could match many of those in the Eastern Hemisphere. When Columbus sailed west to find the East he found this hemisphere with its native people and its gold. These were ripe for Old World exploitation making it a New World for the Europeans. Spain became Europe's superpower in the 1500s by draining the life and resources out of South America. Then England wanted in on the act, and from 1607-1732, she established thirteen colonies along the North American Atlantic Coast. England was not as aggressive as Spain in plundering the land, but nevertheless she wreaked havoc on the native population and grew strong from the natural resources that fueled her goal of total mercantilism. England's settlers became more independent as time progressed. Being so far from the Mother country, they developed self governments and set the course for religious freedom. Unfortunately, freedom was not enjoyed by everyone, and the African Americans paid the price as slaves. The colonies grew economically, socially, and eventually independently and, by 1775 set forth a New World of ideas of individual liberty and freedom the world had never known before.

Bibliography

Appleby, Joyce and Alan Brinkley and James M. Mcpherson. *The American Journey*. Columbus, Ohio, 2003.

This textbook is a very easy book to read. It is set-up with many teaching aids as maps, charts, graphs and time lines, plus there are primary source documents throughout the text.

Boorstin, Daniel J. *The Americans: The Colonial Experience*. New York. Vintage Books, 1958.

Boorstin gives a unique picture of detailed colonial life and how the first colonists had to totally adjust the mind sets once in this new land. Everything had to be changed. Great reading to get the real picture.

Brinkley, Alan and Current, Frank Freidel and T. Harry Williams. *American History, A Survey. Eighth Edition*. New York, 1991.

This textbook is full of information which follows an easy sequence of data with very useful time lines. Excellent maps and charts. A very good text to supplement whatever classroom text that is being used.

Emert, Phyllis Raybin. *Colonial Triangular Trade: An Economy Based on Misery*. Carlisle, Massachusetts, 1995.

This is an excellent book explaining the slave trade in the Americas. It gives facts, figures, primary source documents such as ship's captain's orders, manifests and personal letters. It certainly helps the reader to understand the meaning of the title.

Glover, Lorri. lglover@utk.edu

Her lecture the first day of the seminar set the stage for an exciting week. I thought I had read or heard all there was about the beginnings of settlement in America. After listening to her lecture I realized my knowledge was very limited.

Hudson, Charles. *The Southeastern Indians*. Knoxville, The University of Tennessee Press, 1976.

Hudson's book was recommended to me by a Cherokee friend when I asked her about how I could learn more about the Southeastern Indian culture. Her recommendation was right on target. I have used Hudson's book many times. It is very detailed and superbly informative.

McCusker, John J. And Russell Menard. *The Economy of British America 1607 - 1789*. Chapel Hill, North Carolina and London. The University of North Carolina Press, 1985.

This is a very insightful book on the colonial economy. It has tremendous graphical information on trade exports, imports and populations. It paints a very good picture of England's treasure house that supported Her Mercantile Theory.

Morgan, Edmund S. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. New York, 1975.

This is a very informative book on the struggles in colonial Virginia in their establishing the colony. From survival to mistakes to developing an economy to government to dealing with internal rebellion to finally the issue of slavery. In their minds this was the solution to many of the colony's problems.

Unit: The Western Hemisphere - An Old World Made New

Lesson Title: Hey – We Were Here First!!

Grade Level: Eighth Grade

Essential Question related to Vital Theme: Why did the Europeans consider the lands they discovered “The New World” when the continent was inhabited by millions of people?

Lesson Time: Five days

Curriculum Standards: History - 8.3.1 (Ice Age nomads), 8.1.3 (Native cultures temples, astronomy, calendars, mathematics), 8.5.1 (compare cultures throughout the hemisphere) 8.5.2 (Ice Age to 1492, prehistoric periods), 8.1.5 (Native religions), Economics - 8.2.7 (Native economies, subsistence farming), Geography - 8.3.2 (Maps of Native American immigration, maps of Native American settlement), 8.2.1 (Identify America’s natural resources the natives used)

Technology used and how: Overhead transparencies, opaque projector, video quiz from American Journey Mind Jogger for pre and post test.

Materials: American Journey Textbook, American Journey Teaching, maps of Western Hemisphere and Europe, American Journey Unit 1 Resources skill building handouts, and graphic organizers.

Activity description and overview of instructional strategies:

Day 1- The Teacher Will

(TTW) give a pre test using the video quiz and afterwards begin discussing the different periods of Native American development from the Ice Age until 1492 A.D. Using overhead transparency graphic organizers TTW label and show cultural development of pre- historic Native Americans. The Student Will (TSW) take notes. Graded Assignment TSW read pages 16 - 19 in the text and complete the Cause and Effect graphic organizer and Map Skill questions on pages 17 and 18.

Day 2 –

TTW use the opaque projector and show the map of native migration from Asia to the Americas. TSW identify possible routes to the Americas based on the map and also name land forms which hindered migration. TSW read in class pages 20 - 21 and name the sites archaeologists have discovered of primitive man. Using the pull down world map, TTW show how ice sheets covered most of Europe and the Atlantic Ocean. From this information TSW surmise how natives came to the eastern and western shores of America and the overland route across the Bering land bridge.

Day 3 –

Using a Tree Diagram Graphic organizer TTW name the four advanced cultures that built cities and empires, under each culture TSW scan the reading and make a list of each one’s achievements. TTW show Primary Source Reading and Enrichment Activity 1 - 2 with the opaque projector let the students read and answer the questions. These exercises will help the student understand how advanced these civilizations were. Graded Assignment: TSW read pages

22 - 27 in the text and answer questions 1 - 5 on page 27. Question to ponder for tomorrow - How did geography and farming play a role in aiding the advancement of these civilizations?

Day 4 –

TTW hand out a blank map of North America and Show the “Why It Matters” overhead of the First Americans. Using the maps on pages 30 - 31 TSW draw the native culture boundaries using the information from the O/H transparency and the map on page 30. Using the maps on page 31, TSW identify the areas and groups that had the largest populations and the methods they used to obtain food. TTW hand out a Table Graphic Organizer and from the reading on pages 31 - 33 TSW use the organizer to list the peoples of the different regions and describe their lifestyles and how they developed in these regions. After listing the peoples of the East and Southeast TSW read the Primary Source reading and determine the meaning of this quote to the Five Nations of the Iroquois, and find the definition of a “federation.” Graded quiz: TSW list two native groups from each region of North America.

Day 5 –

TTW use the opaque projector and show activities 1-1, 1-2, and 1-3. TSW use their own paper to answer these different questions which will be used as a review prior to the end of chapter assessment. Graded Assessment: TTW show the video quiz as the post test for these lessons and TSW answer questions 24 - 30 in the Chapter 1 Assessment.

Assessment: Pre and post test from video *Mind Jogger* Video Quiz and *The American Journey* text resources assessments.

These assessments will ensure the student has gained the knowledge and understanding of how the Western Hemisphere was in fact an old world with developed cultures and empires of Native Americans.

Unit: The Western Hemisphere - An Old World Made New

Lesson Title: Spanish Exploration and Conquest – “For God, The King and Spain!!”

Grade Level: Eighth Grade

Essential Question related to the Vital Theme: When the Spanish realized the land which Columbus had discovered was not Asia, why did they take such a superior attitude toward the indigenous people?

Lesson Time: Five days

Curriculum Standards - lists: History - 8.3.1 (Why did Columbus sail West?)

8.1.3 (Recognize the influence of technology and science in early exploration.)

8.5.2 (Read a time line of events beginning with Columbus, the conquistadors up through beginnings of English settlement.)

8.5.3 (Discuss primary source documents using Columbus’s letters to the King and Queen of Spain.)

8.1.5 (ID how the desire to spread Christianity influenced to funding and initiation of Spanish exploration and colonization.)

8.5.7 (Recognize how Columbus’s discovery opened the door for future explorers and conquistadors to have major impacts on Native American civilizations.)

Economy - 8.2.1 (Explain how Spain’s economy grew to be the strongest in Europe from American resources, i.e. gold, silver, jewels and plantation systems.)

8.2.6 (Interpret how the Columbian exchange had major impacts on both the Americas and Europe.)

Geography - 8.3.2 (Using physical and political maps to help the student understand transportation problems that existed between Christian Europeans and Middle Eastern Muslims, show the route of Columbus, the lands he discovered, and the Native empires affected.)

8.1.1 - (Recognize the differences in religion between Native Americans and Europeans.)

8.3.3 - (Describe the plantation system and how Spain used it to subdue the Natives and introduce African slavery to the Western Hemisphere.)

8.1.7 - (Explain how Spanish colonization impacted the Native populations in Central and South America.)

Technology used and how: The American Journey Mind Jogger Video Quiz for pre and post assessments, overhead transparencies of maps and Columbian Exchange, the opaque projector to view Columbus’s letters, and overhead transparencies of graphic organizers to show relationships between different aspects of the lesson.

Materials: *Webster’s Dictionary*, *American History a Survey Eighth Edition*, *The American Journey* text book for student’s text, *American Journey* Teaching Transparencies, and Daily Focus Skills, blank maps of Eastern Hemisphere and Western Hemisphere, pull down World Map, and copies of primary source documents of Columbus’s letters to Ferdinand and Isabella.

Activity description and overview of instructional strategies:

Day 1- The Teacher Will

(TTW) use the Mind Jogger Video Quiz as a pre test to gauge student knowledge levels. TTW instruct students to think about the word “vision.” The Student Will (TSW) write their definition of what the word vision means to them. TTW read from the Webster’s Dictionary the definition of vision. TTW begin by reading from American History a Survey Eighth Edition, pages 6 and 7, the goals of Columbus in his request to Ferdinand and Isabella for financial support for his expedition west. TTW show an O/H transparency of his goals. The goals are as follows:

1. To find a new route to Asia.
2. Develop trade with Asia
3. To convert Asians to Christianity.
4. Raise a large army to defeat Muslims and reconquer Jerusalem.
5. Which will initiate the Second Coming of Christ. Now-- Is That A Vision or What!!! Very ambitious do you not think so!! TTW explain why European nations wanted to establish trading relations with Asia. Make a list of trade goods Europeans wanted. TTW explain why Columbus thought of sailing west, discuss by using pull down map of the World to show conflicts in transportation and religious wars between Christians and Muslims over control of Jerusalem and the Middle East. TTW show all areas controlled by Muslims throughout the Mediterranean region and Middle East.

TTW instruct students to turn to pages 40, 43 and 45 in the American Journey text book and list the technological advances shown. TSW read “Linking the Past and Present” a European’s Story and “Technology and History.” Graded assignment --From the readings TSW write the purposes of each one of these advances in technology.

Day 2-

TTW read pages 45 and 46 from the American Journey Text book. TTW explain the Spanish monarchy’s desire to spread Christianity plus establish trade with Asia which would make Spain a leader in European trade. TTW use opaque projector to project Columbus’s letters to Ferdinand and Isabella. TSW read the letters and list high lights of his first voyage. TSW read pages 47 through 49 and answer the two questions on page 47 of “Two Points of View.” Graded assignment - TTW handout copies of Vocabulary Activity 2 and Critical Thinking Skills Activity 2 in class to be completed by students.

Day 3 –

TSW read Section Three “Spain in America” during the first 20 minutes of class. After reading TSW answer this question: What was the main purpose of the Spanish conquistadors and what riches were they after? TSW develop a time line using a Horizontal Time Line to list the sequence of events of Spanish exploration and conquest of the Americas. Using a Chain of Events Flow Chart TTW and TSW develop a chart showing the different conquistadors and their conquests of Native Americans. Using a Cause and Effect Graphic Organizer TTW and TSW determine how these small bands of Spaniards were able to conquer such large empires as the Aztecs and Incas. TTW focus on how European technology and diseases devastated the Natives. TSW analyze the chart on page 52 of the text and answer the two questions. Using the Daily Focus Skills transparency showing Spanish social classes in America TSW determine how once Spanish controlled the lands they established a social class that governed and developed an economic system which eventually was based on the Plantation System. Using a Venn Diagram

TTW show who worked these Plantations. Graded Assignment- TSW answer questions 2 - 6 from the section assessment.

Day 4 –

TTW handout a graded quiz over section 2-3 at the beginning of class using American Journey Chapter 2 quiz. TTW discuss how the first one hundred years of Spanish control in the Caribbean, Central America and South America made Spain the number one European Super Power of their day. From the reading and charts showing the Columbian Exchange TSW analyze the information and determine how Spain became so wealthy from their lands in the Americas. TTW show the Teaching Transparency of the Columbian Exchange. TTW show another transparency of the Columbian Exchange which is a more detailed chart. (Make a Copy of This) TTW handout Guided Reading Activity 2-3 and Re-teaching Activity 2-1 and 2-3.

Day 5 –

TTW show the Mind Jogger Video as a review for the lesson and TTW review time line, charts and graphs created in preparation for the lesson assessment. TTW give the Chapter Assessment, TSW have thirty minutes to complete.

Supporting Assignments / Homework: See lesson for assignments, all are graded.

Assessment: Pre and Post assessments giving from the Mind Jogger Video Quiz, the Section 2-3 Quiz and the end of Chapter 2 Assessment from the American Journey Text book.

The assessments will aid in the students knowledge of Spanish exploration and settlement in the Western Hemisphere and how these events opened the door for the destruction of Native American civilizations and the beginnings of a new world under European influences.

Unit: The Western Hemisphere - An Old World Made New

Lesson Title: Jamestown - The English Want a Piece of the Action!

Grade Level: Eighth Grade

Essential Question related to the Vital Theme: When the English arrived, they found the Powhatan Natives had lived along this part of the Atlantic Coast for generations. Why did the English start their colony without first learning survival skills from the Natives?

Lesson Time: Seven Days

Curriculum Standards list: Geography - 8.3.2 (ID the Virginia and Chesapeake Bay regions and ID the two rivers which form the peninsula where Jamestown was established.)

8.3.4 (Use a map to locate the Jamestown settlement using latitude and longitude coordinates.)

8.3.6 (Using a physical map, determine why the English chose the location in which to establish Jamestown.)

History - 8.3.1 (Recognize why the joint stock companies were formed and how they influenced immigration to Jamestown.)

8.5.3 (Using primary and secondary source documents determine which of the two has a greater impact in studying history.)

Economics - Define Mercantilism and describe the similarities between joint stock companies and today's corporations. 8.2.1 (Explain how American timber was used immediately as a commodity to return profits to the Virginia Company.)

8.2.4 (Jamestown's economy was dismal at first but developed into a tobacco plantation society.)

8.2.6 (An early chart that will show the agriculture crops which became profitable.)

Government / Civics- 8.4.4 (Determine why the House of Burgesses was formed and who had all rights within the colony.)

Technology used and how: Video of Jamestown's beginning, pull down maps of world and USA, video quiz, overhead transparencies, American Journey Textbook and resource materials, and opaque projector. Follow the activity descriptions on how used.

Materials: Jamestown: The Beginning a video from the Jamestown - Yorktown Foundation, P.O. Box 1607, Williamsburg, Va 23187 - 3630, copies of Primary Source documents from John Smith, Powhatan, John Rolfe, and a copy of The Virginia Ordinance of 1619 which established the House of Burgesses. Blank maps of USA, pull down maps of USA and the World, and copies of charts that shows economic growth in Virginia, American Journey Text book and accompanying resources.

Activity descriptions and overview of instructional strategies:

Day 1 –

The Teacher Will (TTW) show the Mind jogger video quiz as a pre test. TTW read the definition of mercantilism on page 59 of textbook. Give examples of how a country viewed its status in wealth in this time period. TTW explain the growth of Spain, its rivalries with other European countries especially with England, summarize the conflicts with England and Spain.

TTW compare today's corporations with joint stock companies. The Student Will (TSW) list similarities between the two.

Day 2 - 3 –

TSW read section 1, "Early English Settlements" page 70 - 73. TTW show the Jamestown Beginnings video. TSW list highlights of the video, how the stock company was formed, name the stock company, the hardships encountered, the number of times the colony nearly failed, the "starving time" and how the colony begin to pull itself out of ruin using tobacco as a cash crop for trade/barter as a foundation for beginning the plantation system and use of slavery, and what the colonists created as a form of self government. Graded assessment, using their notes TSW be given a short quiz made up from the video.

Day 4 –

TTW use pull down maps of the World and USA to show the route from England to North America. TSW use physical maps along with blank maps to list all land forms in the Virginia region, name the rivers that would create the peninsula where the colony was founded, find the latitude and longitude coordinates of Jamestown. From the map on page 72 TSW list the Native tribes which lived along the East Coast of North America. Graded assignment: After this exercise TSW put away their maps and TTW issue new blank maps. Using their text books maps TSW complete this blank map naming the rivers, the main bay where Jamestown was located, and the mountains to the West, the Native tribes in Virginia, latitude and longitude coordinates of the colony.

Day 5 –

TTW use the opaque projector and show these primary source documents: John Smith's, Powhatan's, John Rolfe's letters, The Virginia Ordinance of 1619 and charts showing the rise of tobacco as a cash crop for the colony. From these documents TSW analyze what these documents are telling us about these men's issues, the purpose of forming a new government and how the colony grew economically. Graded assignment: TSW complete the section 1 assessment questions 1 - 6.

Day 6 –

Using primary source documents TSW solve a question that keeps arising about the Indian girl, Pocahontas. Did she and John Smith fall in love as shown in the Disney film, about Pocahontas? TTW project the letters of John Smith and John Rolfe, and imagines of Pocahontas to help the student to solve this question? Graded assignment: TSW write a short paragraph answering the following questions. Based on given information what does the student de-duct about these questions? What was her age when she saved Smith's life, who did she marry, how many children did she have, how, when and where did she die? In your opinion was the Disney film correct or not?

Day 7 –

TTW review the section covering the Jamestown settlement in Virginia for 25 minutes using the Mind jogger quiz as a post test. TSW complete a test covering Jamestown taken from the American Journey Assessments for a final grade on the first colony.

Supporting Assignment/ Homework: Quiz from the video, *Jamestown: The Beginning*. Use blank maps to answer specific questions complete section 1 assessment questions 1 - 6, on pages 73. Write a paragraph over primary source documents.

Assessment: Pre and post test using video Mind jogger quiz, and post test from American Journey resources.

The assessment will measure TSW knowledge and understanding of how the English began their settlement in North America, the beginnings of self government and economic development.

Unit: The Western Hemisphere - An Old World Made New

Lesson Title: “A City on a Hill” - Only Pure Christians Need Apply

Grade Level: Eighth Grade

Essential Question related to Vital Theme: The Pilgrims wanted to separate from the Anglican Church, the Puritans wanted to purify it. To accomplish these goals they had to move far away from any corrupting influences in England. Why did they come to a new land that in their view was loaded with old heathen, devil inspired savages, with dark woods and evil everywhere?

Answer: They viewed themselves as “Chosen People of God” who would leave the corrupting influences of Europe, and go out to conquer the dark savage lands in America as the Israelites had conquered the land of Canaan.

Lesson Time: Six Days

Curriculum Standards -list: History - 8.1.5 (ID how the Pilgrim’s and Puritan’s views of religion dominated their interpretations of how the world around them should be controlled.)

Geography - 8.1.1 (Recognize the definition of religion.)

8.3.6 (Recognize how the shallow, fast rivers in New England contributed to manufacturing development.)

Economics - 8.2.4 (Recognize how New England settlers began as an agriculture economy then evolved into a manufacturing economy.)

8.2.7 (Differentiate between a commercial economy and a subsistence economy.)

Government/Civics: 8.4.4 (Recognize how Puritan religious attitudes influenced their colonial government and who had land rights within the colony.)

8.6.5 (Recognize how the Puritans religious beliefs bound the group into a community that worked, worshiped and together survive.)

Technology used and how: American Mind Jogger Quiz for pre and post test, American Journey Teaching Transparencies, Opaque Projector to project primary source document quotes and charts/graphs. Follow the activity descriptions on how used.

Materials: American Journey Textbook Chapter 3 Section 2, Teaching Transparencies, Unit 2 Resources, Review Text in United States History second edition, and primary source document quotes from *The Americans: Colonial Experience* by Daniel J. Boorstin. Webster’s Dictionary.

Activity description and overview of instructional strategies:

Day 1 –

The Teacher Will (TTW) use the Mind Jogger quiz as a pre test of student’s knowledge. TTW write the definition of religion on the board, highlighting the ideas of belief in a supernatural power, governor of the universe, a personal or institutionalized system grounded in such belief, or a cause or activity pursued with zeal. TTW explain the differences between the Pilgrims, the Separatists, and Puritans, the Purifiers, of the Anglican Church of England. TSW use a Venn diagram to show the differences and similarities and short history of the two groups. TTW

explain the ideas of Calvinism, how saved people were considered SAINTS of God. How the Pilgrims/Puritans strongly believed they had been chosen as the “Second Chosen People of God” and they were destined to find a land in which they could become “A City on a Hill” to be a beacon for all SAINTS to be drawn to. Reading Assignment: TSW read Chapter 3 Section 2 pages 76 - 80 of the text. Graded Assignment: Complete Section 2 Assessment questions 1 - 6.

Day 2-

TTW use the opaque projector and project portions of Daniel J. Boorstin’s “The Americans: Colonial Experience,” project clips of Primary Sources quotes from pages 3 - 31 to show Puritan ideals of how settlement and government were tied directly to their belief God had directed them to these lands for this purpose. TSW use a fishbone diagram graphic organizer to organize information from the primary sources quotes. Graded Assignment: TSW complete the 3-1 Vocabulary H/O, 3-2 Guided Reading Activity H/O, Re-teaching Activity 3-2 H/O.

Day 3 –

TTW use the pull down map of North America and locate New England’s boundaries using latitudes to show how the growing seasons would be shorter than in the South. Next TTW give out blank maps of New England. TSW turn to the physical maps of New England in the text. TSW ID land forms such as the mountains, rivers and bays. From these TSW determine from the rivers length and distance from the mountains whether they would be slow and deep or fast and shallow. By analyzing geographical information, TSW determine whether commercial farming as in Virginia would be practical or whether subsistence farming would be more practical. Graded Assignment: TSW complete the map work, graded will be the land forms, such as rivers, bays and distance from the mountains.

Day 4 - 5

TTW review the 3 previous days information. Using a Main Idea Graphic organizer TTW show how New England’s Pilgrim/Puritan religious beliefs controlled the community, township organization and government ideas. TTW use a Cause, Effect, and Cause Graphic organizer to review how the New Englanders tried and failed at commercial farming while turning to subsistence type farming because of the geographical conditions of the region, then developing manufacturing as a means of developing a viable economy. TSW copy these graphic organizers for review and TTW summarize the Pilgrim/Puritan immigration, settlement, religion, government, and economy using a time line as a review tool.

Day 6 –

A post test will be given using the Mind Jogger Video Quiz, and an American Journey resources post test will be given.

Supporting Assignments/Homework: The graded assignments will give the students the information needed to understand the principles discussed in class.

Assessment: The pre test will help the teacher determine how in-depth he must go in beginning the lesson. The reviews will cover all necessary information to aid in the student’s understanding of the lessons. The post video quiz will act as another type of review before the grade assessment will be given. These reviews and assessments will give the student a greater

understanding of the role New England settlement had on America's future ideas of religion, and government, of developing an industrial economy in the north and how these principles influenced the development of America's future government.

Unit: The Western Hemisphere - An Old World Made New

Lesson Title: New World Resources - The Fuel for Driving the Old World's Emerging Economies

Grade Level: Eighth Grade

Essential Question related to Vital Theme: The Western Hemisphere was an ancient land that had abundant resources the Europeans saw as being there for the taking. How did the Europeans exploit these resources in the name of developing mercantilism?

Lesson Time: Six Days

Curriculum Standards: History - 8.3.1 (Recognize how the need for laborers influenced the rise of indentured servitude and African slavery.) 8.5.2 (Read a time line of early colonial settlement from 1607 - 1750.) 8.5.3 (Read primary source documents to understand how life was for the colonials.)

Geography - 8.3.2 & 8.3.6 (Using a physical map of North America, determine how geographical factors contributed to each colonial region's economic development.)

8.3.5 (Interpret a geographical map of Early America to determine why most of the population stayed within a 100 miles of the Atlantic Coast up through 1750.)

8.3.7 (Interpret a population chart of North America and determine which colonial region had the highest population.)

Economics - 8.2.1 (ID numerous natural resources the colonists used to support England's mercantilism policies.) 8.2.4 (Name the three main regions of the colonies, and determine the economic resources which enabled each region to grow.)

Technology used and how: American Journey Mind Jogger Video Quiz, Teaching Transparencies, overhead projector, pull down map of North America and opaque projector. Follow the activity description on how used.

Materials: American Journey Textbook, American Journey Teaching Transparencies, American Journey Unit 2 Teaching Resources, "American Slavery, American Freedom," by Edmund S. Morgan, "The Economy of British America 1607 - 1789" by John J. McCusker & Russell R. Menard and "Colonial Triangular Trade: An Economy Based on Human Misery," by Phyllis Raybin Emert, and copies of handouts from Dr. Wheeler.

Activity descriptions and overview of instructional strategies:

Day 1 - The Teacher Will

(TTW) instruct students to turn in the text book to pages 77, 83 and 87. TSW scan the maps of each region. TTW instruct the students to page 91 in the text book. Using the chart given, TTW create a blank Vertical Time Line. TSW use this Vertical Time Line Graphic Organizer and list each colony's founding from 1607 - 1732. TTW project a blank Web Diagram Graphic Organizer using the over head projector. At the center oval TTW name each colonial region. TSW fill in the Web Diagram listing each colony under the appropriate region. Grade

Assignment: Under each diagram TSW answer resources and economic questions listed for each region on pages 77, 83 and 87. TSW also analyze the Chart on page 91 and determine out of the “Reasons for Founding” column, the three greatest reasons these thirteen colonies were founded.

Day 2-

Using the pull down map of North America and in addition to the physical map of North America on pages RA4 - RA5 (TTW) instruct the students to scan the map and find land forms that created natural boundaries for the three colonial regions. Using these two maps TSW follow the Appalachian Mountain Range and trace the range from its southern beginnings to its ending in Canada. TTW show the students the depths of the Atlantic Coastal Plain from New England all the way to the Southern Colony. From this information TSW explain which region would be more suited to farming. Next TTW point out major rivers in each region, and from the map TSW measure the distance using the map scale from the head waters in the mountains to the coast. From this information TSW determine whether the rivers are fast and shallow or slow and deep. Using this information TSW answer the following question: Based on the lengths of these rivers which region would be better suited to use river power to drive industry and which region would more likely allow ships to sail up rivers to load agriculture products directly from the plantations? Graded Assignment: Using the maps on pages 77, 83 and 87 along with today’s information list economic resources from each region and determine which two regions were better suited for agriculture.

Day 3 –

TTW hand out copies of Guided Reading Activities 3-2, 3 -3 and 3- 4 to be completed by the student in class. TSW find the definition of indentured servant. TTW explain how a person became an indentured servant through poverty, indebtedness, or pardoned criminals. TTW instruct the students to pages 88 - 89 and read the heading “Bacon’s Rebellion.” TTW read excerpts of Bacon’s Rebellion from “American Slavery- American Freedom” by Edmund S. Morgan from pages 2327 - 270. To give the student a better understanding of the problems between tidewater and back country Virginians. Graded Assignment: Chapter 3 Section 4 Assessment questions 1 - 6.

Day 4 –

TSW read pages 100 - 107 in class. Referring back to Bacon’s Rebellion from the previous day TTW review the events that led up to implementing slavery as the major labor force in the colonies, especially the Southern Colonies. TTW refer the students to page 102 in the text book to review the diagram of a slave ship. TSW determine whether or not this was an inhumane treatment of people. TTW have the students read 107, “The Kidnapped Prince,” and answer the two questions. TSW analyze the chart on page 103 to better understand why a system of “Triangular Trade” was set - up between North America, England and Africa. TSW define “Middle Passage” and explain why this was the most egregious part of this inhumane system. TTW use the opaque projector and project primary source documents taken from “Colonial Triangular Trade: An Economy Based on Human Misery,” by Phyllis Raybin Emert. From the population charts in this book, the student can see the large percentages of slaves to the total population and the large total number slaves it is estimated was taken over a four hundred year period. Graded Assignment: TSW write a paragraph describing their thoughts on the slave trade and its affects on those people.

Day 5 - 6

Using Dr. Wheeler's charts and graph handouts on population growth in the colonies and the slave population growth TSW analyze these charts. Using a Cause and Effect Graphic Organizer TSW summarize at least five reasons the total colonial population grew so fast. TTW hand out copies of Chapter 3 Skill Activity 3 and Enrichment Activity 4 - 1. TSW complete these in class. Review for test assessment. TSW complete Chapter 3 and 4 Re-teaching handouts 3-2, 3-3, 3-4, and 4-1. TTW give the following quizzes from the teaching resources: Quizzes 3-2, 3-3, 3-4 and 4-1. TSW look up the answers from the text and place the page #'s from where the correct answer is found. Chapter Assessment: TTW use Chapter Three Assessment A and B then compile test questions over the material covered.

Supporting Assignments/Homework: All graded assignments and handouts.

Assessment: Assessments used were the pre test from the Mind Jogger Video Quiz plus all accompanying review quizzes, and the critical chapter assessments A & B, from which the test maker was used to construct a test covering all curriculum standards and other information covered.

These assessments will ensure the student understands the concept that Northern America became Europe's store house of resources to draw from in fulfilling their goals of mercantilism.