

Time Frame / Month	September-October
Unit Title/ Micro-concept	Native Americans and Explorers "Contact: Europe and America Meet, 1492-1673"
Macro-concept / connection to theme	Impact of European Exploration on Americas land and people.
Essential Questions	<ol style="list-style-type: none"> <li>1. What happens when people from different places in the world encounter each other?</li> <li>2. What was the impact of European Exploration on America's land?</li> <li>3. What was the impact of European Exploration on America's people?</li> <li>4. Why did Europeans come to the Americas?</li> <li>5. What was the Columbian exchange?</li> <li>6. Which group of people settled in the middle colonies?</li> </ol>
Content	Migration to America: Religious, Political, Economic, and Geographic reasons, for deciding to move to America.
Skills	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Extrapolate important information from various written, oral and digital resources.</li> <li>2. Work cooperatively in groups.</li> <li>3. Research information from various resources</li> <li>4. Compile important information into a comprehensive report.</li> </ol> <p>(Other ways that students can show evidence of learning would be to produce a play, podcast.tv script. For example, they could write a play about what they learn and then perform it for a lower grade...they could do a podcast and put it up on teacher tube...they could make a rap video about it and put it in the school or local library.....)</p>

	<p>Thinking skills in the social studies standards:          handling diversity of interpretations</p> <p>Research and Writing Skills: gathering information</p> <p>Interpersonal and Group Relation: identifying values and conflict</p> <p>Sequencing and Chronology Skills: creating timelines</p> <p>Map and Globe Skills: reading maps, legends, symbols, and scales</p> <p>Graph and Image Analysis Skills: decoding images (graphs, cartoons, photos)...</p>
Assessments	Teacher observations, weekly quizzes, and a comprehensive report due at the end of September.

**Unit name:** European Exploration of America

**Teacher/School:** April A Masotti

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Stage 1 Desired Result	
<p><b>Standards Based Learning Goals:</b>            Students will use a variety of skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the U.S. and NY.</p>	
Concepts	
<p><b>Macro-concept: Big idea</b>            European Migration</p>	<p><b>Micro-concept: content idea</b>            Impact of Europe on American People and Lands.</p>
<p><b>Macroconcept Understandings</b>  <b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Human migration is influenced by various factors.</li> <li>• Migration affects culture and human geography over time.</li> </ul>	<p><b>Microconcept Understandings</b>  <b>Students will understand that...</b></p> <p>Europeans left Europe in search of a better life, for themselves and their families.</p> <p>Europeans left Europe for many different reasons.</p>
Questions	

<p><b><u>Universal Essential Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What was the impact of European Exploration on Americas land?</li> <li>2. What was the impact of European Exploration on America’s people?</li> <li>3. Why did Europeans come to the Americas?</li> <li>4. What was the Columbian exchange?</li> <li>5. Which group of people settled in the middle colonies?</li> </ol>	<p><b><u>Content Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How did people first reach the Americas?</li> <li>2. How did Native Americans adapt to different environments?</li> <li>3. Identify the main reasons Europeans came to America.</li> <li>4. What was the Columbian Exchange?</li> <li>5. What impact did Europeans have on Native Americans?</li> </ol>
<p><b>Knowledge and Skills</b></p>	
<p><b><u>Know</u></b>  <b><i>Students will know that ...</i></b></p> <ul style="list-style-type: none"> <li>• It was very difficult to decide to come to America.</li> <li>• There were many reasons for coming to America: religious, political, economic, and geographic.....</li> </ul>	<p><b><u>Do</u></b>  <b><i>Students will be able to ...</i></b></p> <ul style="list-style-type: none"> <li>• Analyze various printed material and extrapolate important details from such material.</li> <li>• Journal specific entries after imagining the feelings of others.</li> <li>• Write an informational report as a culminating activity based on their research.</li> </ul>