

# INSTRUCTIONAL FOCUS DOCUMENT

## Grade 8 Social Studies

**TITLE :** Unit 01: Colonial America – Life in a New Land 1587-1763

**SUGGESTED DURATION :** 15 days

### UNIT OVERVIEW

This unit bundles student expectations that address the reasons for exploration and colonization of North America, the establishment of the thirteen British colonies, and the geography of the colonies. Social, political, economic, and religious characteristics of the colonies are investigated, including the geographic factors that influenced settlement patterns in the colonies, the development of various colonial economies, and the creation of representative governments in the colonies.

Prior to this unit, students learned about the thirteen colonies in Grade 5 (U.S. History) and about the concepts of exploration and colonization in Texas history. In this unit students examine how, when, and why the British settled in America, the causes for European exploration and colonization and the resulting social and cultural patterns that emerged. Additionally students evaluate the impact of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses had on the growth of representative government.

In the next unit students study concepts related to Celebrating Freedom Week.

### OVERARCHING UNDERSTANDINGS AND QUESTIONS

Humans migrate for a variety of reasons.

- Are humans driven to find a better life?

| PERFORMANCE ASSESSMENT(S) | OVERARCHING CONCEPTS<br>UNIT CONCEPTS | UNIT UNDERSTANDINGS |
|---------------------------|---------------------------------------|---------------------|
|---------------------------|---------------------------------------|---------------------|

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|--|---|--|
| <p><a href="#">US History to 1877 Unit 01 PA 01</a><br/>Click on the PA title to view related rubric.</p> <p>Write a letter as an explorer on a voyage to North America writing home. The letter should include details about your reasons for migrating and what you think you will find in the new world.</p> <p>Standard(s): <a href="#">8.1A</a> , <a href="#">8.1B</a> , <a href="#">8.1C</a> , <a href="#">8.2A</a> , <a href="#">8.2B</a> , <a href="#">8.23A</a> , <a href="#">8.29B</a> , <a href="#">8.30B</a> , <a href="#">8.30D</a> <a href="#">ELPS.c.1E</a> , <a href="#">ELPS.c.5D</a></p> | <p>Political Patterns</p> <ul style="list-style-type: none"> <li>Colonization</li> </ul> <p>Scientific/Technological Patterns</p> <ul style="list-style-type: none"> <li>Exploration</li> </ul> | <p>Europeans began exploring and colonizing in North America for a variety of reasons.</p> <ul style="list-style-type: none"> <li>What motivated many Europeans to migrate to North America?</li> <li>What was significant about the establishment of Jamestown in 1607 and Plymouth in 1620?</li> </ul> |

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| <p><a href="#">US History to 1877 Unit 01 PA 02</a><br/>Click on the PA title to view related rubric.</p> <p>Create a map of the British colonies in North America. Label the thirteen colonies, the major bodies of water near the colonies, and the large urban areas. Draw a textbox near the New England colonies. Include details in the textbox about the physical geography of New England. Draw textboxes for the Middle Colonies and Southern Colonies and include details in the textboxes about the physical geography of those regions.</p> <p>Standard(s): <a href="#">8.10A</a> , <a href="#">8.10B</a> , <a href="#">8.10C</a> , <a href="#">8.11A</a> , <a href="#">8.11C</a> , <a href="#">8.12A</a> , <a href="#">8.12B</a> , <a href="#">8.12D</a> , <a href="#">8.29I</a> <a href="#">ELPS.c.1C</a> , <a href="#">ELPS.c.5B</a></p> | <p>Spatial Patterns</p> <ul style="list-style-type: none"> <li>• Place</li> <li>• Region</li> <li>• Population</li> <li>• Distribution</li> <li>• Human/Environmental Interaction</li> </ul> | <p>Physical geography in the American colonies affected settlement and economic patterns in the region.</p> <ul style="list-style-type: none"> <li>• What was characteristic of the physical geography of New England, the Middle Colonies and the Southern Colonies and how did that affect economic activities in each region?</li> <li>• What was characteristic of population patterns in the American colonies?</li> <li>• What was characteristic of the human-environmental interactions in the American colonies?</li> </ul> |

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|---|--|--|
| <p><a href="#">US History to 1877 Unit 01 PA 03</a><br/>Click on the PA title to view related rubric.</p> <p>Create a museum exhibit of five artifacts that illustrate daily life in the colonies. For each of the items selected for the exhibit include a written explanation of how that item relates to colonial life in the Americas. The exhibit should include items that represent the daily life of women as well as men.</p> <p>Standard(s): <a href="#">8.1C</a> , <a href="#">8.7B</a> , <a href="#">8.7C</a> , <a href="#">8.23E</a> , <a href="#">8.25A</a> , <a href="#">8.25B</a> , <a href="#">8.29B</a> , <a href="#">8.30D</a> <a href="#">ELPS.c.1C</a> , <a href="#">ELPS.c.5C</a></p> | <p>Cultural Patterns</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Belief Systems</li> </ul> | <p>The American colonies developed distinct religious and social patterns.</p> <ul style="list-style-type: none"> <li>• How where the daily lives of colonists different depending on where they lived?</li> <li>• What contributions were made by women to the development of the American colonies?</li> <li>• What was characteristic of religious patterns in the American colonies?</li> <li>• Why was slavery characteristic of social patterns in the American colonies?</li> </ul>         |
| <p><a href="#">US History to 1877 Unit 01 PA 04</a><br/>Click on the PA title to view related rubric.</p> <p>Create an illustrated timeline that features the steps taken in the American colonies to establish representative governments. The timeline should include dates, illustrations, and explanations of at least four events.</p> <p>Standard(s): <a href="#">8.3A</a> , <a href="#">8.3B</a> , <a href="#">8.3C</a> , <a href="#">8.20A</a> , <a href="#">8.29B</a> , <a href="#">8.30C</a> , <a href="#">8.30D</a> <a href="#">ELPS.c.1C</a> , <a href="#">ELPS.c.5C</a></p>  | <p>Political Patterns</p> <ul style="list-style-type: none"> <li>• Government systems</li> </ul>                 | <p>Leaders who had been influenced by Enlightenment ideas established representative governments in the American colonies.</p> <ul style="list-style-type: none"> <li>• What impact did the ideas of the Enlightenment philosophers have on leaders in the American colonies?</li> <li>• What significant steps were taken in the American colonies to establish representative government?</li> <li>• Why was representative government an important ideal for the American colonists?</li> </ul> |



### MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

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- Students often believe that there were no enslaved people in the northern colonies.
- Students often believe that all African Americans were enslaved.
- Some students may think all colonists migrated for religious freedom.
- Some students may think all colonists were British citizens.

### UNIT VOCABULARY

**exploration** – traveling to new territories for the purpose of discovery

**colonization** – state sponsored settlement of people to new territories

**mercantilism** – economic policy where colonies serve as a source of raw materials to increase the wealth and maintain a favorable balance of trade for the “mother” country

**representative government** – political system where policies are created by representatives selected by the people

**charter** – a contract given to someone to establish a colony

**plantations** – large agricultural enterprise where crops are grown for sale

**region** – a geographic area that share similar characteristics

#### Related Vocabulary:

- harbors
- cash crops
- parliament
- social contract
- agrarian
- subsistence farming
- primary source
- secondary source
- migration

### SYSTEM RESOURCES

[Social Studies K-12 Concept Tree](#)  
[US History to 1877 Backward Design](#)

| TEKS#<br>SE# | TEKS | UNIT LEVEL SPECIFICITY |
|--------------|------|------------------------|
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|              | <p><u>Legend:</u></p> <ul style="list-style-type: none"> <li>• <b><i>Bolded black text in italics:</i></b> Knowledge and Skills Statement (TEKS)</li> <li>• <b>Bolded black text:</b> Student Expectation (TEKS)</li> <li>• <b><i>Bolded red text in italics:</i></b> Student Expectation identified by TEA as a <b>Readiness Standard</b> for STAAR</li> <li>• <b><i>Bolded green text in italics:</i></b> Student Expectation identified by TEA as a <b>Supporting Standard</b> for STAAR</li> <li>• <del>Strike-through</del>: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future unit</li> </ul> | <p><u>Legend:</u></p> <ul style="list-style-type: none"> <li>• Blue text: Supporting Information / Clarifications from TCMPC (Specificity)</li> <li>• <i>Blue Italic text:</i> Provides unit-specific clarification</li> <li>• Black text: TEA Texas Response to Curriculum Focal Points (TxRCFP); Texas College and Career Readiness Standards (TxCCRS); TEA STAAR</li> </ul> |
| <u>8</u>     | History.  |  |
| <u>8.1</u>   | <b><i>History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</i></b>   |  |
| <u>8.1A</u>  | <p>Identify the major eras and events in U.S. history through 1877, including colonization, <del>revolution</del>, <del>drafting of the Declaration of Independence</del>, <del>creation and ratification of the Constitution</del>, <del>religious revivals such as the Second Great Awakening</del>, <del>early republic</del>, <del>the Age of Jackson</del>, <del>westward expansion</del>, <del>reform movements</del>, <del>sectionalism</del>, <del>Civil War</del>, and <del>Reconstruction</del>; and</p>  | <p>Identify</p> <p>MAJOR ERAS AND EVENTS IN U.S. HISTORY THROUGH 1877</p> <p>Describe</p> <p>CAUSE AND EFFECTS OF MAJOR ERAS AND EVENTS IN U.S. HISTORY THROUGH 1877</p>   |

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|              | <p>describe their causes and effects.</p> <p><i>Readiness Standard</i></p>   | <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Colonial America <ul style="list-style-type: none"> <li>Establishment of the 13 colonies</li> <li>Representative Democracy</li> <li>Mercantilism</li> <li>Religious freedom</li> <li>First Great Awakening</li> </ul> </li> </ul>   |
| <u>8.1B</u>  | <p>Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><i>Supporting Standard</i></p>   | <p>Apply</p> <p>ABSOLUTE AND RELATIVE CHRONOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Absolute chronology <ul style="list-style-type: none"> <li>Significant individuals, events and time periods listed in the Grade 8 TEKS</li> <li>Absolute chronology – exact date</li> </ul> </li> <li>Relative chronology <ul style="list-style-type: none"> <li>Significant individuals, events, and time periods listed in the Grade 8 TEKS</li> <li>Relative chronology – general time period or era</li> </ul> </li> </ul> |
| <u>8.1C</u>  | <p>Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; <del>1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-</del></p> | <p>Explain</p> <p>SIGNIFICANCE OF DATES</p> <p>Including, but not limited to:</p>  |

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|              | <b>1865, Civil War.</b><br><br><i>Supporting Standard</i>  | <ul style="list-style-type: none"> <li>1607 – founding of Jamestown, first permanent English settlement in North America, significant because it became a profitable venture producing tobacco and using enslaved Africans; from Jamestown colonial settlement spread to later include Williamsburg.</li> <li>1620 – arrival of the Pilgrims and signing of Mayflower Compact, significant because this represented the establishment of self-government in the colonies.</li> </ul>   |
| <u>8.2</u>   | <i>History. The student understands the causes of exploration and colonization eras. The student is expected to:</i> |  |
| <u>8.2A</u>  | <b>Identify reasons for European exploration and colonization of North America.</b><br><i>Readiness Standard</i>     | <p>Identify</p> <p>REASONS FOR EUROPEAN EXPLORATION AND COLONIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Reasons for exploration <ul style="list-style-type: none"> <li>God, Gold, Glory exemplifies many Europeans' motivations to explore in order to spread Christianity, to find wealth, and gain personal prestige for themselves and their nation. Initially many nations sponsored exploration to find faster routes to the Asian markets of the Indian Ocean. National pride and a competition between the rising nations-states of Europe fueled exploration and colonization.</li> </ul> </li> <li>Reasons for colonization <ul style="list-style-type: none"> <li>Nations choose to colonize territory mostly for economic opportunity. Mercantilism encouraged European nations to use colonies as a source of raw materials and markets.</li> <li>Individuals and groups such as the Puritans became colonists in order to escape religious persecution as well as find political freedom and economic opportunities that promised social mobility such as with French fur trappers and indentured workers.</li> </ul> </li> </ul> |



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|----------------------|--|--|
| <a href="#">8.2B</a> | <p><b>Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</b></p> <p><i>Supporting Standard</i></p> | <p>Compare</p> <p>POLITICAL, ECONOMIC, RELIGIOUS AND SOCIAL REASONS FOR ESTABLISHING 13 ENGLISH COLONIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Political reasons for English colonies <ul style="list-style-type: none"> <li>◊ Competition between European nations encouraged colonization in North America</li> <li>◊ Charters were granted to companies to establish colonies</li> <li>◊ Monarchs in Europe had money to fund colonial endeavors</li> </ul> </li> <li>• Economic reasons for English colonies <ul style="list-style-type: none"> <li>◊ Increase trade and markets for English exports (mercantilism)</li> <li>◊ Source of raw materials</li> <li>◊ Availability of land attracted colonists</li> <li>◊ Belief that gold and silver was abundant in the Americas</li> </ul> </li> <li>• Religious reasons for English colonies <ul style="list-style-type: none"> <li>◊ Many groups came seeking religious freedom</li> </ul> </li> <li>• Social reasons for English colonies <ul style="list-style-type: none"> <li>◊ Opportunity for adventure</li> <li>◊ Opportunity for personal prestige</li> <li>◊ Owning land allowed for social mobility</li> </ul> </li> </ul> |
| <a href="#">8.3</a>  | <p><b><i>History. The student understands the foundations of representative government in the United States. The student is expected to:</i></b></p>         |  |
| <a href="#">8.3A</a> | <p><b>Explain the reasons for the growth of representative government and institutions during</b></p>  | <p>Explain</p>   |

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|              | <p>the colonial period.<br/><i>Readiness Standard</i></p>   | <p>REASONS FOR GROWTH OF REPRESENTATIVE GOVERNMENT AND INSTITUTIONS DURING COLONIAL PERIOD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The distance from England created a need for colonists to make their own laws and keep peace and order.</li> <li>• Colonists were accustomed to English traditions and structures including the rights of Englishmen.</li> <li>• Most colonies were self-governing, electing members of their community to a general assembly, which made laws.</li> <li>• Colonists had been allowed to rule themselves with little interference from the king for many years; this is sometimes referred to as “salutary neglect” – a neglect that benefited English rule.</li> </ul>                                       |
| <u>8.3B</u>  | <p>Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.<br/><i>Supporting Standard</i></p> | <p>Analyze</p> <p>IMPORTANCE OF DOCUMENTS TO THE GROWTH OF REPRESENTATIVE GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mayflower Compact – an agreement that established the idea of self-government and majority rule. Signed by most of the men on the Mayflower, this compact was an agreement to form a political body and give it the power to enact laws for the good of the colony. It provided a model for later development of representative government. A social contract where all agreed to abide by these rules.</li> <li>• The Fundamental Orders of Connecticut – first written constitution in the colonies. This document stated that people had the right to elect governors, judges, and a legislature. Was</li> </ul> |

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|                      |  | <p>written by the people; the fact that it was written down gave it credence.</p> <ul style="list-style-type: none"> <li>The Virginia House of Burgesses – first representative assembly in the American colonies. Representatives immediately began to enact laws and to safeguard individual rights. Setting precedent in the colonies for individual rights protected by law (British law did not provide for individual rights.)</li> <li>Enlightenment thinkers such as John Locke believed that governments entered into a “social contract” with the citizens. The documents created by colonial leaders reflect this idea.</li> </ul>  |
| <a href="#">8.3C</a> | <p><b>Describe how religion and virtue contributed to the growth of representative government in the American colonies.</b></p> <p><i>Supporting Standard</i></p>                  | <p>Describe</p> <p>HOW RELIGION AND VIRTUE CONTRIBUTED TO THE GROWTH OF REPRESENTATIVE GOVERNMENT IN THE AMERICAN COLONIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Religious freedom was a cause for the establishment of the American colonies.</li> <li>Religious groups (Pilgrims, Puritans, Quakers, etc.) created communities that were self-governed.</li> <li>Penn Colony (Pennsylvania) was an experiment in the possibility of equality and citizens involved in the government.</li> <li>Disagreements between colonial religious leaders led to the formation of various colonies. Some colonial leaders argued for the extension of voting rights beyond church members, while others wanted strict standards and laws based on the Old Testament.</li> </ul> |
| <a href="#">8.7</a>  | <p><b><i>History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</i></b></p> |  |

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| <a href="#"><u>8.7B</u></a> | <p><b>Compare the effects of political, economic, and social factors on slaves and free blacks.</b></p> <p><i>Supporting Standard</i></p> | <p>Compare</p> <p>EFFECTS OF POLITICAL, ECONOMIC, AND SOCIAL FACTORS ON SLAVES AND FREE BLACKS</p> <p>Including, but not limited to:<br/>Colonial America</p> <ul style="list-style-type: none"> <li>• Enslaved African Americans <ul style="list-style-type: none"> <li>◊ Political – no political voice; no rights; Three-Fifths Compromise counts them as population</li> <li>◊ Economic – labor of the plantation system; considered property; children considered property and sold with no regard to parents</li> <li>◊ Social – viewed as property; viewed as outside the American identity; loose communities within the plantation system; three most basic refuges: family, religion, and active resistance</li> </ul> </li> <li>• Free African Americans <ul style="list-style-type: none"> <li>• Political – no political voice; limited/restricted rights</li> <li>• Economic – low-wage earners</li> <li>• Social – lowest social class; limited access to education; socially isolated; three most basic refuges: family, religion, and resistance</li> </ul> </li> </ul> |
| <a href="#"><u>8.7C</u></a> | <p><b>Analyze the impact of slavery on different sections of the United States.</b></p> <p><i>Readiness Standard</i></p>                  | <p>Analyze</p> <p>IMPACT OF SLAVERY ON DIFFERENT SECTIONS OF THE UNITED STATES</p> <p>Including, but not limited to:<br/>Colonial America</p>  |

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|              |   | <ul style="list-style-type: none"> <li>Impact of slavery in the South               <ul style="list-style-type: none"> <li>Enslaved people viewed as property and labor supply</li> <li>Aided in development of plantation system and agrarian Southern economy</li> </ul> </li> </ul>  |
| <u>8</u>     | Geography.  |   |
| <u>8.10</u>  | <b><i>Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</i></b> |   |
| <u>8.10A</u> | <p><b>Locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries.</b></p> <p><b><i>Supporting Standard</i></b></p>              | <p>Locate</p> <p>PLACES AND REGIONS OF IMPORTANCE IN THE UNITED STATES DURING THE 17th, 18th, and 19th CENTURIES</p> <p>Including, but not limited to:<br/>Colonial America</p> <ul style="list-style-type: none"> <li>Early settlements (Jamestown, Plymouth Rock, Massachusetts Bay- earliest English settlements in the colonies )</li> <li>Thirteen colonies ( New Hampshire, Massachusetts, Connecticut, New Jersey, New York, Rhode Island, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia)</li> <li>New England, Middle Colonies, and Southern Colonies regions</li> <li>Cities – New York, Philadelphia, and Boston</li> </ul> |

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| <a href="#">8.10B</a> | <p><b>Compare places and regions of the United States in terms of physical and human characteristics.</b></p> <p><i>Readiness Standard</i></p> | <p>Compare</p> <p>PLACES AND REGIONS OF THE UNITED STATES IN TERMS OF PHYSICAL AND HUMAN CHARACTERISTICS</p> <p>Including, but not limited to:<br/>Colonial America</p> <ul style="list-style-type: none"> <li>• New England region <ul style="list-style-type: none"> <li>• Physical Characteristics – Atlantic Ocean, subsistence farming, poor soil, cold climate, forest. Boston and Portland have natural harbors</li> <li>• Human Characteristics <ul style="list-style-type: none"> <li>• Economic factors : raw materials, logging, fishing, shipbuilding</li> <li>• Political factors: town meetings, representative government</li> <li>• Social factors small coastal towns(Boston only large city),</li> <li>• Religious factors : Puritans</li> </ul> </li> </ul> </li> <li>• Middle region <ul style="list-style-type: none"> <li>◊ Physical Characteristics – Rich soil; broad, deep rivers; more natural ports; river valleys, mild winters, raw materials, Atlantic Ocean, New York City has a natural harbor</li> <li>◊ Human Characteristics</li> <li>◊ Economic factors : large farms, logging, fishing, shipbuilding</li> <li>◊ Political factors : more tolerance</li> <li>◊ Social factors :small coastal towns(Philadelphia and New York were large cities),</li> <li>◊ Religious factors : Quakers, Catholics</li> </ul> </li> <li>• Southern region <ul style="list-style-type: none"> <li>• Physical Characteristics – Appalachian Mountains, navigable rivers, richer soil, warm climate, raw materials, Norfolk, Baltimore, and Charleston hasve natural harbors</li> <li>• Human Characteristics <ul style="list-style-type: none"> <li>• Economic factors: plantations</li> </ul> </li> </ul> </li> </ul> |

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|-----------------------|---|--|
|                       |   | <ul style="list-style-type: none"> <li>Political factors: more enslaved people, more class-based society</li> <li>Social factors: small coastal towns (Savannah, Baltimore, and Charleston were large cities),</li> <li>Religious factors: Church of England, Catholics (Maryland), more diversity</li> </ul>  |
| <a href="#">8.10C</a> | <b>Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</b><br><i>Readiness Standard</i>  | <p>Analyze</p> <p>EFFECTS OF PHYSICAL AND HUMAN GEOGRAPHIC FACTORS ON MAJOR HISTORICAL AND CONTEMPORARY EVENTS IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Physical geography greatly affected the economic development of regions in the colonies. The rocky soil, short growing seasons, and cooler temperatures of New England encouraged the development of small farms and the growth of fishing and shipping industries. The South, with a longer growing season and a warmer climate, developed larger farms or plantations that grew cash crops such as indigo, rice, and tobacco. The use of slave labor also supported the growth of plantations in this region. The Mid-Atlantic colonies were home to fertile soil and became a source of food crops.</li> </ul> |
| <a href="#">8.11</a>  | <b><i>Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</i></b> |  |
| <a href="#">8.11A</a> | <b>Analyze how physical characteristics of the environment influenced population distribution,</b>  | Analyze  |

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|--------------|---|--|
|              | <p><b>settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries.</b></p> <p><i>Readiness Standard</i></p>                             | <p>PHYSICAL CHARACTERISTICS OF THE ENVIRONMENT AND INFLUENCE ON POPULATION DISTRIBUTION, SETTLEMENT PATTERNS, AND ECONOMIC ACTIVITIES IN THE UNITED STATES DURING THE 17TH, 18TH, AND 19TH CENTURIES</p> <p>Including, but not limited to:<br/>Colonial America</p> <ul style="list-style-type: none"> <li>• New England and Middle Colony access to waterways (ports and rivers) resulted in high population density and large urban areas.</li> <li>• Southern Colonies had an abundant amount of fertile soil that resulted in an agricultural economy, a plantation system, and a low population density.</li> </ul> |
| <u>8.11C</u> | <p><b>Describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.</b></p> <p><i>Supporting Standard</i></p> | <p>Describe</p> <p>HOW IMMIGRANT GROUPS INTERACTED WITH THE ENVIRONMENT IN THE UNITED STATES DURING THE 17TH, 18TH, AND 19TH CENTURIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• 17th and 18th centuries <ul style="list-style-type: none"> <li>• French fur trappers and traders</li> <li>• British farmers</li> <li>• Spanish conquistadors and mission-building</li> <li>• Africans brought for slavery or indentured servitude</li> </ul> </li> </ul>   |
| <u>8</u>     | Economics.  |  |



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| <a href="#">8.12</a>  | <i>Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</i> |  |
| <a href="#">8.12A</a> | Identify economic differences among different regions of the United States.<br><i>Supporting Standard</i>  | <p>Identify</p> <p>ECONOMIC DIFFERENCES AMONG DIFFERENT REGIONS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Colonial America</p> <ul style="list-style-type: none"> <li>• New England – shipbuilding and manufacturing region</li> <li>• Middle Colonies – agriculture and cattle-producing</li> <li>• Southern Colonies – agricultural; cash crops: rice, indigo, tobacco</li> </ul>  |
| <a href="#">8.12B</a> | Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.<br><i>Readiness Standard</i>               | <p>Explain</p> <p>REASONS FOR THE DEVELOPMENT OF THE PLANTATION SYSTEM, THE TRANSATLANTIC SLAVE TRADE, AND THE SPREAD OF SLAVERY</p> <p>Including, but not limited to:</p> <p>Colonial America</p> <p>Plantation system</p> <ul style="list-style-type: none"> <li>• Large amount of land available in the southern colonies; rich soil; almost year-round growing season; ideal for plantation crops (tobacco, rice, indigo, cotton) - with enough labor these could</li> </ul> |

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|              |   | <p>be grown as cash crops</p> <p>Transatlantic Slavery Trade</p> <ul style="list-style-type: none"> <li>Started in the British West Indies or West Africa with enslaved people being transported to provide a labor force for the sugar plantations</li> <li>The triangular trade developed between the colonies, England, West Africa, and West Indies and enslaved people were exchanged in the colonies for goods (including the cash crops that enslaved people would help cultivate).</li> </ul> <p>Spread of slavery</p> <ul style="list-style-type: none"> <li>Demand for rice, indigo, tobacco, cotton led to slaveholders demanding more enslaved people resulting in an increase in the slavery trade.</li> </ul> |
| 8.12D        | <p><b>Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</b></p> <p><i>Readiness Standard</i></p> | <p>Analyze</p> <p>CAUSES AND EFFECTS OF ECONOMIC DIFFERENCES AMONG DIFFERENT REGIONS OF THE UNITED STATES</p> <p>Including, but not limited to:<br/>Colonial America</p> <ul style="list-style-type: none"> <li>New England <ul style="list-style-type: none"> <li>Cause – long winters, rocky soil, and forests</li> <li>Effects – subsistence farming, shipbuilding, and fishing</li> </ul> </li> <li>Middle Colonies <ul style="list-style-type: none"> <li>Cause – shorter winters, fertile soil, good ports, and natural resources</li> <li>Effects – farming, trade, and large immigrant population</li> </ul> </li> </ul>  |

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|              |  | <ul style="list-style-type: none"> <li>Southern Colonies               <ul style="list-style-type: none"> <li>Cause – warm climate and good soil</li> <li>Effects – plantation system and large slavery system</li> </ul> </li> </ul>   |
| <u>8</u>     | Citizenship.   |   |
| <u>8.20</u>  | <b><i>Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</i></b>   |   |
| <u>8.20A</u> | <p><b>Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.</b></p> <p><i>Supporting Standard</i></p> | <p>Explain</p> <p>ROLE OF SIGNIFICANT INDIVIDUALS IN THE DEVELOPMENT OF SELF-GOVERNMENT IN COLONIAL AMERICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Thomas Hooker – reverend and leader of a group of Boston Puritans that migrated to Hartford, Connecticut; gave a sermon in 1638 that influenced the writing of the <i>Fundamental Orders of Connecticut</i> (the first written constitution in America and included individual rights); believed in democratic ideas such as elections conducted by the people, people have the power to limit the power of the government, the government operates with the consent of the governed</li> <li>Charles de Montesquieu – expanded on Locke’s beliefs, added the judiciary to Locke’s executive and legislature; wrote of the separation of powers; believed that in a republic, education is an absolute necessity</li> <li>John Locke – European Enlightenment philosopher; believed that personal liberty could coexist with political order; consent is the basis for government and fixes its limits; government is a social contract with limited powers and has obligations to its creators; government can be modified by its creators at any time (heavily influenced Thomas Jefferson and the writing of the</li> </ul> |

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|              |   | <p>Declaration of Independence); discussed legislative and executive branches of a government; wrote about unalienable rights which included life, liberty and protection of property</p> <ul style="list-style-type: none"> <li>• William Blackstone – an English judge, jurist, and professor who wrote the historical and analytical treatise on common law (Commentaries on the Laws of England); considered as the definitive pre-Revolutionary War source of common law; believed strongly in religious tolerance; supported the idea of self-defense (later became the 2nd Amendment); wrote about “natural rights” which included life and liberty; on a woman’s legal rights: “By marriage, the husband and the wife are one person in the law... the very being and legal existence of the woman is suspended during the marriage.”</li> <li>• William Penn – he founded a colony in present-day Pennsylvania where Quakers could live according to their religious beliefs and make political decision according to those beliefs. Created an elected legislature as a feature of Pennsylvania’s self-government.</li> </ul> |
| <u>8</u>     | Culture.  |   |
| <u>8.23</u>  | <b><i>Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</i></b> |   |
| <u>8.23A</u> | <p><b>Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.</b></p> <p><b><i>Readiness Standard</i></b></p>   | <p>Identify, Explain</p> <p>SELECTED RACIAL, ETHNIC, AND RELIGIOUS GROUPS THAT SETTLED IN THE UNITED STATES AND THEIR REASONS FOR IMMIGRATION</p> <p>Including, but not limited to:<br/>Colonial America</p>  |

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|                              |   | <ul style="list-style-type: none"> <li>• Dutch (New York) – economic reasons</li> <li>• Swedes (Delaware) – economic reasons</li> <li>• English – religious and political freedom</li> <li>• Religious groups – immigrated to flee religious persecution               <ul style="list-style-type: none"> <li>• Separatists/Pilgrims (Massachusetts)</li> <li>• Puritans (Massachusetts)</li> <li>• Quakers (Pennsylvania)</li> <li>• Catholics (Maryland)</li> </ul> </li> </ul>   |
| <a href="#"><u>8.23E</u></a> | <b>Identify the political, social, and economic contributions of women to American society.</b><br><i>Supporting Standard</i> | <p>Identify</p> <p>POLITICAL, SOCIAL, AND ECONOMIC CONTRIBUTIONS OF WOMEN TO AMERICAN SOCIETY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Colonial Era               <ul style="list-style-type: none"> <li>• Pocahontas is credited with helping John Smith and the European settlers in Virginia, yet accounts of her contacts with the settlers at Jamestown vary.</li> <li>• Anne Hutchinson led Bible studies which brought into question Puritan theology and divided the community in Boston. She was brought to trial, convicted, and banished from the colony. She and her supporters resettled in Portsmouth, Rhode Island, and she later moved to New York City.</li> <li>• Eliza Lucas Pinckney is credited with developing indigo as a cash crop first on her family's plantation in South Carolina and then throughout the South.</li> <li>• Many colonial women worked with husbands to run businesses and farms. Primarily education provided in homes was the responsibility of women.</li> </ul> </li> </ul> |
| <a href="#"><u>8.25</u></a>  | <b><i>Culture. The student understands the impact of</i></b>  |   |

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|                       | <i>religion on the American way of life. The student is expected to:</i>   |   |
| <a href="#">8.25A</a> | <p><b>Trace the development of religious freedom in the United States.</b></p> <p><i>Supporting Standard</i></p> | <p>Trace</p> <p>DEVELOPMENT OF RELIGIOUS FREEDOM IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Plymouth Colony (1620-1691) – allowed self-governing churches with each congregation independent and electing its own pastor and officers</li> <li>• 17th century Massachusetts Bay Colony – originally founded by John Winthrop to escape religious persecution in England. Churches were fairly democratic in that they elected ministers and other officials, but close ties between Puritan churches and the state government led to Puritan leader Roger Williams being banished.</li> <li>• Rhode Island – Roger Williams left Massachusetts to found Rhode Island in 1636 on the premise that there would be no state church</li> <li>• Pennsylvania (1681-1776) – William Penn's Frame of Government of Pennsylvania established a colonial government that provided political freedom and guaranteed religious freedom to all settlers in Pennsylvania</li> <li>• Maryland – founded as a safe haven for persecuted Catholics from England. Protestants soon outnumbered Catholics leading to the passage of the 1649 Maryland Toleration Act which allowed freedom of worship for all Trinitarian Christians.</li> <li>• Virginia – 1786 The Virginia Act For Establishing Religious Freedom written by Thomas Jefferson made Virginia the first to separate church and state and guaranteed the right to practice religion free from government intrusion</li> <li>• 1791 Bill of Rights guaranteed the right to practice religion from government interference as well as freedom from an established state church.</li> </ul> |

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|-----------------------|--|--|
| <a href="#">8.25B</a> | <p><b>Describe religious motivation for immigration and influence on social movements, including the impact of the first <del>and second</del> Great Awakenings.</b></p> <p><i>Supporting Standard</i></p>   | <p>Describe</p> <p>RELIGIOUS MOTIVATION FOR IMMIGRATION AND INFLUENCE ON SOCIAL MOVEMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Puritan immigration to the Americas during the early seventeenth century was precipitated primarily by Puritan differences with the practices and theology of the Church of England. The Puritans migrated to the colonies as families and advocates for a state-endorsed religion, feeling that having one religion was needed for social stability.</li> <li>The First Great Awakening of the 1730s and 1740s was characterized by a revivalist movement where preachers such as Jonathan Edwards and George Whitefield addressed large crowds of people. These preachers spoke to groups who were already religious arguing that people could gain salvation by repenting and could study the Bible for themselves. The movement emphasized the equality of believers and advocated for religious freedom and toleration. The movement impacted religious practices in many denominations with participants becoming more emotionally involved in religion as opposed to following ritualized services, resulting in the splitting of many congregations.</li> </ul> |
| <a href="#">8</a>     | Social studies skills.   |  |
| <a href="#">8.29</a>  | <p><b><i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</i></b></p> |  |

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| <a href="#">8.29B</a> | Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. | <p>Analyze</p> <p>INFORMATION BY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Categorizing</li> <li>• Identifying cause-and-effect relationships</li> <li>• Comparing</li> <li>• Contrasting</li> <li>• Finding the main idea</li> <li>• Summarizing</li> <li>• Making generalizations and predictions</li> <li>• Drawing inferences and conclusions</li> </ul> <p>STAAR Note:<br/>These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.</p> |
| <a href="#">8.30</a>  | <i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>   |   |
| <a href="#">8.30B</a> | Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.   | <p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE, PUNCTUATION, AND PROPER CITATION OF SOURCES</p>   |



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|-----------------------|---|--|
| <a href="#">8.30D</a> | Create written, oral, and visual presentations of social studies information. | <p>Create</p> <p>PRESENTATIONS OF SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> <li>• Visual</li> </ul> |

| ELPS# | SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS. |
|-------|--|
|-------|--|

***The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.***

School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

**Choose appropriate ELPS to support instruction.**

Last Updated 06/15/2015