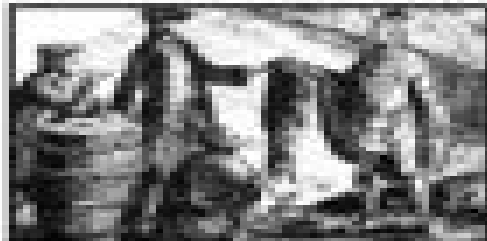


France Follows the Leader

France saw how Spain benefited from the resources of the New World and decided to make its own economic and geographic claims in North America. Since Spain controlled most of southern part of North America, France decided to explore and claim the northern part which is now modern day Canada. To keep a political and military presence in the Americas, France built a series of military forts across the Ohio River Valley to keep the Spanish and other European countries out of their territory.



French explorers trading
with Native Americans

Economically, France never discovered the amount of gold Spain did. However, they did discover something almost as valuable - beaver fur. Beaver hats and furs were a hot fashion item in Europe, and French hat and clothing makers were willing to pay high prices for beaver skins. The fur trade was extremely profitable for French settlers and it led to an alliance with local Native Americans.

Because the French settlers were more interested in furs than fighting, they did not try to conquer the Native Americans. Instead, the French made Native Americans their business trading partners.

Along with the fur trade, French colonists practice small to medium scaled agriculture, farming various grains such as wheat, rice, and barley.

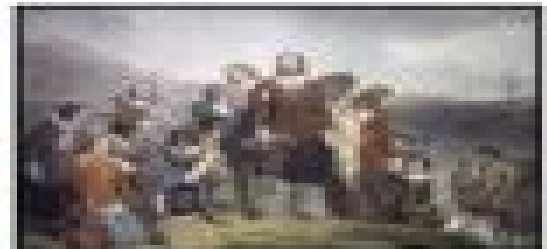
Because of the French colonization and influence in the northern part of North America, the modern-day country of Canada was established. The name Canada was adopted by the French settlers of the region after living with the Indigenous Native Americans who called their lands "Canada", meaning "village".

For God and England

Many British settlers came to the New World for the chance to own land and seek freedom to practice their religion. In England during the 1400's-1500's all citizens were required to belong to the Church of England (Anglican Church).

If they refused to belong to the church, they faced persecution, torture, and even death. As a result, thousands of British religious immigrants such as the Puritans (Pilgrims) and the Quakers traveled to the Americas.

Some settlers thought they would find the same gold and silver discovered by the Spanish, or even get involved in the fur trade like the French. Instead, the British discovered other valuable resources such as timber and fishing.



English settlers seeking
religious freedom



Geographically, the British settlements were located along the Atlantic coastline. England spent a massive amount of money to develop their colonies in the Americas. Eventually they established thirteen colonies in the Americas, each with their own purpose.

For example, in 1607 the first successful British colony named Jamestown was established in Virginia for agricultural economic reasons such as growing tobacco. The Plymouth colony of Massachusetts was established by the Puritans (Pilgrims) for religious reasons. The Georgia colony was established as a refuge for individuals escaping debtors' prison. The British government supported all these efforts because it was competing for land in the New World with Spain and France.

European Exploration And Colonization Lesson Plan

Jeanine M. Dell'Olio, Tony Donk



European Exploration And Colonization Lesson Plan:

Teaching History in the Digital Classroom D. Antonio Cantu, Wilson J. Warren, 2003 While many methods texts have add on chapters on teaching with technology this book integrates the use of technology into every phase of the teaching profession Filled with decision making scenarios and reflective questions that help bring the material to life it covers the development of teaching technologies and lesson plans and includes actual instructional models in history and social studies An appendix provides sample lessons sample tests a list of resources and other practical materials *Teaching American History in a Global Context* Carl J. Guarneri, Jim Davis, 2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources *Performance Standards and Authentic Learning* Allan A. Glatthorn, 1999 This practical guide for classroom teachers demonstrates how to implement a standards based curriculum develop performance tasks teach to those tasks and use performance assessments **The School Leader's Guide to Formative Assessment** Todd Stanley, Jana Alig, 2013-08-15 This user friendly guide shows school leaders how to use formative assessment to improve both student and teacher achievement With step by step information and practical examples this book will help you develop better assessments that will transform your school You will learn The advantages of formative assessment When and why to use formative assessment How to develop valid and reliable assessments How to mimic the state assessment schedule How to organize and use data effectively How to use data to develop teacher leaders The appendix features more than ten pages of handy reproducibles that will help you implement formative assessments immediately also available as free downloads www.routledge.com 9781596672468 A curriculum pacing guide A presentation template to explain formative assessment to your staff A non mastery report A class item analysis graph A class profile graph A student questionnaire and more

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9 Carol Ann Tomlinson, Caroline Cunningham Eidson, 2003-04-15 This book is the first in a new series from Carol Ann Tomlinson and Caroline Cunningham Eidson exploring how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit Focusing on the middle grades but applicable at all levels Differentiation in Practice Grades 5 9 will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more

effectively Included are Annotated lesson plans for differentiated units in social studies language arts science mathematics and world foreign language Samples of differentiated worksheets product assignments rubrics and homework handouts An overview of the essential elements of differentiated instruction and guidelines for using the book as a learning tool An extended glossary and recommended readings for further exploration of key ideas and strategies Each unit highlights underlying standards delineates learning goals and takes you step by step through the instructional process Unit developers provide running commentary on their use of flexible grouping and pacing tiered assignments and assessments negotiated criteria and numerous other strategies The models and insight presented will inform your own differentiation efforts and help you meet the challenge of mixed ability classrooms with academically responsive curriculum appropriate for all learners Note This product listing is for the Adobe Acrobat PDF version of the book *Teaching Global History* Alan J. Singer, 2012-04-27 Teaching Global History challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why It explains how to organize the curriculum around broad social studies concepts and themes and student questions about humanity history and the contemporary world All chapters include lesson ideas a sample lesson plan with activity sheets primary source documents and helpful charts graphs photographs and maps High school students responses are woven in throughout Additional material corresponding to each chapter is posted online at http://people.hofstra.edu/alan_j_singer The traditional curriculum tends to highlight the Western heritage and to race through epochs and regions leaving little time for an in depth exploration of concepts and historical themes for the evaluation of primary and secondary sources and for students to draw their own historical conclusions Offering an alternative to such pre packaged textbook outlines and materials this text is a powerful resource for promoting thoughtful reflection and debate about what the global history curriculum should be and how to teach it Hollywood or History Scott L. Roberts, Charles J. Elfer, 2018-07-01 Teaching and learning through Hollywood or commercial film productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century Purposeful and effective instruction through film however is not problem free and there are many challenges that accompany classroom applications of Hollywood motion pictures In response to the problems and possibilities associated with teaching through film we have collaboratively developed a collection of practical classroom ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms We believe that film can serve as a powerful tool in the social studies classroom and where appropriately utilized foster critical thinking and civic mindedness The College Career and Civic Life C3 framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking reading and writing We believe that as teachers endeavor to digest and implement the platform in schools and classrooms across the country the desire for access to structured strategies that lead to more active and rigorous investigation in the social studies classroom will grow increasingly acute Our hope is that this edited book might play a small

role in the larger project of supporting practitioners specifically K 12 teachers of United States history by offering a collection of classroom ready tools based on the Hollywood or History strategy and designed to foster historical inquiry through the careful use of historically themed motion pictures The book consists of K 5 and 6 12 lesson plans addressing the following historical eras Adapted from UCLA National Center for History in Schools

Interdisciplinary Instruction

Karlyn E. Wood, 2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content learning standards required by an increasing number of states The author provides an easy to follow step by step guide to designing creating and implementing unit and lesson plans for all learners Both pre service and in service elementary and middle school teachers will find Wood s approach to be comprehensive with a strong theoretical foundation Using Wiggins and McTighe s backward design process Wood offers specific protocols for creating unit and lesson plans at the elementary and middle school levels By emphasizing differential instruction constructivist educational philosophy application of skills in meaningful context and the art of engaging student interest he demonstrates how diverse student populations can benefit from the interdisciplinary approach Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving creativity and social interaction Examples abound with an appendix of sample unit plan designs filled with ideas for lessons and activities

Teaching in Tandem Gloria Lodato Wilson, Joan Blednick, 2011 This practical guide for teachers and administrators shows how general and special education teachers work together to boost student achievement Includes real life scenarios

Creating Pathways for All Learners in the Middle Years Leyton Schnellert, Linda Watson, Nicole Widdess, Faye Brownlie, 2011-09-01 In this third volume of It s All About Thinking the authors focus on teaching and learning in the middle years transforming principles into practices and exploring such questions as How can we help students develop the competencies they need to become successful learners How can we create pathways to deep learning of important concepts How can we engage and support diverse learners in inclusive classrooms Nicole Linda and Leyton explore these questions and offer classroom examples to help busy teachers develop communities where all students learn focusing on the big ideas in middle years education today

Models of Teaching Jeanine M. Dell'Olio, Tony Donk, 2007-02-26 Models of Teaching is a great asset for beginning teachers as they integrate their pre service training with the standards based curricula in schools Amany Saleh Arkansas State University Rarely have I read a text from cover to cover however your text provided an abundance of effective teaching strategies in ways that better informed my own teaching I was compelled to read through the entire text Great job Carolyn Andrews Student at University of Nevada Reno This is a practical text that focuses on current practices in education and demonstrates how various models of teaching can address national standards Marsha Zenanko Jacksonville State University Models of Teaching provides excellent case studies that will enable students to see models of teaching in practice in the classroom Margaret M Ferrara University of Nevada Reno Models of Teaching

Connecting Student Learning With Standards features classic and contemporary models of teaching appropriate to elementary and secondary settings Authors Jeanine M Dell Olio and Tony Donk use detailed case studies to discuss 10 models of teaching and demonstrate how the models can incorporate state content standards and benchmarks as well as technology standards This book provides students with a theoretical and practical understanding of how to use models of teaching to both meet and exceed the growing expectations for research based instructional practices and student achievement Key Features Shows how each model looks and sounds in classrooms at all levels Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections Offers detailed descriptions of the phases of each model Each model is accompanied by a detailed chart and discussion of the steps of the model Applies technology standards and performance indicators Each chapter addresses how the particular model can be implemented to meet technology standards and performance indicators Connects philosophies of curriculum and instruction This book connects each model to a philosophy of curriculum and instruction that undergirds that model so teachers understand both how to teach and why Promotes student interaction with the text Exercises at the end of each chapter provide the opportunity for beginning teachers to work directly with core curricula from their own state and or local school district curricula Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections A High Quality Ancillary Package Instructors Resource CD ROM This helpful CD ROM offers PowerPoint slides an electronic test bank Web resources a teaching guide for the case studies lesson plan template instructions and much more Qualified instructors can request a copy by contacting SAGE Customer Care at 1 800 818 SAGE 7243 from 6am 5pm PT Student Study Site This study site provides practice tests flash cards a lesson plan template suggested assignments links to state content and technology standards field experience guides and much more Intended Audience This is an excellent core textbook for advanced undergraduate and graduate students studying Elementary and or Secondary Teaching Methods in the field of Education

Life and Liberty Philip Roden,1987 **The Communication Effect** Jeff Zwiers,2019-10-21 The communication effect is what happens when we saturate our classrooms with authentic communication which occurs when students use language to build up ideas and do meaningful things For starters authentic communication deepens and increases language development learning of content concepts and skills rigor and engagement empathy and understanding of others perspectives agency and ownership of core ideas across disciplines and social and emotional skills for building strong relationships And these are just the starters With The Communication Effect Dr Jeff Zwiers challenges teachers in Grades 3 and up to focus less on breadth and more on depth by grounding instruction and assessment in authentic rather than pseudo communication This book provides Ideas for cultivating classroom cultures in which authentic communication thrives Clear descriptions and examples of the three features of authentic communication 1 building up key ideas claims and concepts 2 clarifying terms and supporting ideas and 3 creating and filling information gaps Over 175 suggestions for using the three features of authentic

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Strategies for Connecting Content and Language for ELLs: Social Studies eBook Eugenia Mora-Flores,Angelica Machado,2015-01-27 This practical guide provides research based instructional strategies to develop English language learners academic language in social studies Using these strategies teachers can encourage students to make academic language connections through listening speaking reading and writing Digital resources are included with students reproducibles

The American People & Nation ,

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