

PRODUCE THE PODCAST: TELL US HISTORY

Lesson Plan

Module 1: Lesson 3

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

MODULE 1: Early Exploration and Colonization (1400's – 1600's).

LESSON 1: 1600 - 1650: Colonization of the Americas

Weekly Homework:

- Review the Videos / Materials
- Read something about this historical period.
- **Assignment: Audio Introduction of a Historically Significant Person**
 - Have each student record a short introduction (30-60 seconds) about a famous person from this period, explaining their role in history.
 - This will allow them to practice using the microphone and editing basic sound levels.
 - Post it in your Podcasting US History MS Team in the Posts in the General Channel.
 - Use the Playbook! Very helpful!

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Task List for Creating Your First Podcast

- Information is in the Materials section in the “Playbook Soundtrap”.

Materials:

- Lesson Plan Week 3
- Playbook Soundtrap – Step by step instructions for creating your first podcast story.

Transcript for Lesson 3: Colonization of the Americas (1600-1650)

[**Opening Scene:** The instructor stands in front of a digital whiteboard displaying a **photo-realistic map of the Americas**, with clear textures of the ocean and landmasses, divided by colonial powers—Spain, France, the Netherlands, and England.]

Instructor:

"Welcome back to our US History course! Today, we're diving into the 1600s, when European nations began establishing colonies in the Americas, shaping the future of this continent. This week, we'll explore **Colonization of the Americas** between **1600 and 1650**, focusing on the Spanish, French, Dutch, and English settlements."

[**Cut to close-up of the map**, where **natural lighting and shadows highlight the mountainous regions and waterways**, with arrows indicating the spread of colonization across North and South America. Pay attention to the **depth of field** that separates the distant landmasses from the sharp foreground.]

Instructor:

"As European powers crossed the Atlantic, they didn't just seek new lands—they sought wealth, influence, and trade opportunities. Spain, already powerful from its conquests in Central and South America, expanded northward. The French, meanwhile, focused on the fur trade in Canada. The Dutch carved out their own colonies, especially around modern-day New York, while England began laying the foundations for its own empire along the eastern seaboard of what would become the United States."

[**Cut to images of colonists interacting with indigenous peoples** in a **photo-realistic style**, where the details of skin textures, traditional clothing, and natural surroundings like trees and rivers are **textured** and sharply defined. Focus on creating the **natural atmosphere and realistic shadows** between figures.]

Instructor:

"However, colonization wasn't just about European expansion. Each colonial power interacted with indigenous populations in different ways. Some formed alliances and trade partnerships, while others, sadly, introduced violence and exploitation. These encounters forever altered the lives of indigenous peoples across the Americas."

[**The screen shifts to a landscape scene** of a settlement, where the **lighting mimics the soft, early morning sun**, casting long shadows across the buildings. The materials—wood, stone, and thatch—are **clearly detailed with wear and texture**, showing the realities of early colonial life.]

Instructor:

"To guide your research and understanding this week, I want you to focus on these three major questions:

1. How did each European power—Spain, France, the Netherlands, and England—approach colonization in the Americas, and what were their key motivations?
2. How did their interactions with indigenous populations differ, and what were the long-term impacts on both sides?
3. What economic activities were central to the development of these colonies, and how did they shape the regions?"

[Cut to a **photo-realistic scene** of a busy marketplace, filled with trade goods like fur, timber, and spices. The **textures of the different materials**—from the rough furs to the glint of metal tools—are sharp and **highlighted by natural sunlight and shadows** from nearby buildings.]

Instructor:

"To fully understand this period, I suggest exploring the following topics:

- **Colonial Settlements:** Look into key colonies like Jamestown for the English, New Amsterdam for the Dutch, and Quebec for the French. Pay attention to the **details of the architecture and natural environment**, like the textures of wooden buildings and the surrounding forests or rivers. Think about what made these settlements successful—or not.
- **Indigenous Relationships:** Research how indigenous tribes responded to colonization. Were there alliances, like the one between the French and the Huron? Or conflicts, like those between the Spanish and various indigenous groups in the Southwest? Focus on **realistic portrayals of people, their clothing, and the landscapes they inhabited**.
- **Economics and Trade:** Focus on the driving economic forces. For instance, how did the fur trade shape French colonial life? How did the plantation system take root in the English colonies? And what role did resources like silver play for the Spanish? Make sure your visuals include **realistic depictions of the trade items and natural surroundings**."

[The screen returns to the instructor.]

Instructor:

"Remember, your goal this week is to do really thorough research so you can produce great content for your technology projects—whether it's a blog post or another medium. You'll need to understand the history and how colonization impacted both the settlers and indigenous populations. The more details you uncover, the better you can bring this complex time period to life."

[Closing Scene: The instructor smiles and waves as the screen fades out to a **photo-realistic landscape** of an early morning colonial settlement, with soft sunlight casting long shadows and the natural textures of wood and earth standing out.]

Instructor:

"That's it for this week! Colonization was a pivotal period in shaping the Americas, and I can't wait to see how you bring this history to life through your projects. Good luck, and I'll see you next time!"

THINGS TO THINK ABOUT: Colonization of the Americas (1600-1650)

Part 1: Key Colonizers and Their Impact

1. Spanish Colonization:

- Describe the main goals of Spanish colonization in the Americas. What role did religion play in their efforts?
- How did the Spanish colonization affect the indigenous populations, particularly in Central and South America?
- Research a specific conflict or rebellion involving indigenous people and Spanish settlers. What were the causes and outcomes?

2. French Colonization:

- Why did the French focus on the fur trade and how did this shape their relationships with indigenous tribes?
- Compare the French approach to colonization with that of the Spanish. How did the French treat the indigenous people differently?
- What were the long-term effects of French colonization in North America?

3. Dutch Colonization:

- What regions of North America did the Dutch settle, and what were their primary economic activities?
- Discuss the relationship between the Dutch and indigenous populations. Were there any alliances or conflicts?
- How did Dutch colonization end, and which European power took control of their colonies?

4. English Colonization:

- What were the motivations behind English colonization in the Americas, and how did it differ from other European powers?
- Investigate the early struggles faced by English colonies, such as Jamestown. How did these struggles influence their approach to dealing with indigenous peoples?
- What was the role of joint-stock companies in English colonization, and how did it impact the development of colonies?

Part 2: Comparative Analysis

1. Compare and Contrast:

- Create a Venn diagram comparing two of the colonizing powers (Spanish, French, Dutch, or English) in terms of their economic motives, treatment of indigenous peoples, and long-term impact on the regions they settled.

2. Critical Thinking:

- How do you think the indigenous populations viewed European settlers? Provide evidence from at least two different regions colonized by different European powers.
- In your opinion, which colonizing nation had the most lasting impact on the Americas? Support your answer with historical examples.

Part 3: Reflection and Modern Connections

1. Reflection:

- How do the events of colonization between 1600 and 1650 still influence the culture, geography, and population distribution in the Americas today?
 - What lessons can modern nations learn from the colonization period regarding cultural interactions and territorial expansion?
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Part 4: In-Person Discussion Activities

1. Debate: "Which European Power Had the Most Positive Impact?"

- Divide the students into four groups, each representing one of the colonizing nations (Spanish, French, Dutch, or English). Each group will research and present arguments for why their nation had the most positive or least destructive impact on indigenous populations and the Americas as a whole.
- After presenting, open the floor for rebuttals and discussion. Encourage students to use evidence from their research to support their claims.

2. Role-Playing Activity: "Colonizer and Indigenous Negotiations"

- Set up a role-playing scenario where half the students represent European colonizers, and the other half represent indigenous leaders from different tribes. Provide each group with a specific goal (e.g., land acquisition, trade agreements, peace treaties).
- Allow the students to negotiate while discussing cultural, economic, and power dynamics. After the activity, hold a reflection session on what challenges both sides faced.

3. Group Timeline: "Mapping the Impact"

- Provide students with large poster boards or digital maps and ask them to create a timeline showing key events during the colonization period (1600-1650). Have each group focus on a different colonizing nation.
- They will plot significant moments, like treaties, wars, settlements, and impacts on indigenous populations. When finished, groups can present their timelines to the class, encouraging discussion on how these events shaped the future of the Americas.

4. Gallery Walk: "Voices of Colonization"

- Set up stations around the classroom with documents, images, or artifacts related to the Spanish, French, Dutch, and English colonies (e.g., letters from settlers, maps, indigenous art, treaties).
- Students will walk around the room in small groups, reviewing each station. At the end of the walk, lead a group discussion where students share their thoughts on how each power approached colonization and interacted with indigenous populations.

5. Simulation: "Surviving as a Colony"

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- Split the class into small groups, each representing an early colony. Give each group limited resources (e.g., food, tools, trade goods) and pose various challenges (e.g., harsh winters, lack of supplies, conflict with indigenous tribes).
- Groups must make decisions on how to survive and thrive, explaining their reasoning to the class. Reflect on how real colonists faced these challenges and how indigenous populations were affected by these survival tactics.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.