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- **Topics:** Anglo-Powhatan Wars, Pequot War, Assimilation, Reservation, Native American Land Use vs. European Land Use, Encomedia System, Trail of Tears

**Essential Standards**
- **AH1.H.3** Understand the factors that led to exploration, settlement, movement and expansion and their impact on the United States development over time.
  - Concept: Migration
- **AH1.H.4** Analyze how conflict and compromise have shaped politics, economics and culture in the United States
  - Concept: Conflict
- **AH1.H.8** Analyze the relationship between progress, crisis and the “American Dream” within the United States
  - Concept: "The American Dream"

**Learning Target:** "I Can"
- Identify Religious Causes of Colonial Immigration To the New World
- Identify and Explain To what extent each of the thirteen original English colonies was culturally diverse
- Analyze How, why and to what extent early English colonies relied on African slave labor to survive and prosper
- Explain How various groups of American Indians influenced the settlement and expansion of European colonies and the United State frontier

### Instructional Strategies

1. **AH1.H.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups**
   - Individuals and groups willing to take risks can influence the settlement and expansion of a nation.
2. **AH1.H.4.4: Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted.**
   - As nations expand and become more diverse, conflict may arise over cultural differences
3. **AH1.H.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction**
   - Opportunity and mobility on behalf of survival, perseverance and self-improvement can have both positive and negative impacts for various groups and their communities.
   - People often move, despite barriers, when given an opportunity.

### Vocabulary/Documents

- Protestant Revolution
- Calvinism
- Puritans
- Pilgrims
- John Winthrop
- Fundamental Orders
- New Netherlands
- Quakers
- William Penn
- Anglo-Powhatan Wars
- Chief Powhatan
- King Philip’s War
- Pequot War

### Documents Reading/Review

- Mayflower Compact
- City Upon A Hill
- Ann Hutchinson Trial Document
- Bacon’s Rebellion Documents
- Maryland Act of Toleration
- Magna Carta
- English Bill of Rights
- ALICE Drawings & Learning Center

### Homework

- ALICE Application = 50 min
- ALICE: 3-D Video Clip and Introduce ALICE Project
- 20 min- Jigsaw: Conflict With Native Americans
- **Next ALICE = 3 days/ Complete Storyboard for world creation and conduct a web-search to expand on project content knowledge**

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**Introduction**

"Sinners in the Hands of an Angry God"

Document Reading:

- "How did religion along with geography create a Thesis?"

Exit Slip – 5 min

Create a Thesis:

- **How did colonization of the New World lead to conflict with Native Americans?**

- **Where would your characters be located?**

- **3 min – Think-Pair-Share:** Students will think one minute to brainstorm ideas of how to use 3-D, then class will share.

- **5 min -  ALICE: 3-D Video Clip and Introduce ALICE Project**

- **20 min- Jigsaw: Conflict With Native Americans**

- **Learners will brainstorm ways to use ALICE to create presentations about the impact that colonization had on Native Americans**

- **Learners will view 3-D Video Clip and discuss how the video relates to colonization**

- **Learners will brainstorm ways to use ALICE to create presentations about the impact that colonization had on Native Americans**

- **Students will receive a topic to conduct a quick research on. They will have 15 minutes to research followed by a 5 minute round table discussion of the conflict that existed between Native Americans and colonists.**

- **Anglo-Powhatan Wars, King Philip’s War, Pequot War, Assimilation, Reservation, Native American Land Use vs. European Land Use, Encomedia System and Trail of Tears**

- **3 min – Think-Pair-Share:** Learners will share their research and discuss ideas on how to transform their research into a creative 3-D presentation:
  - What would you choose as your main characters?, What would you have your main characters say?
  - Where would your characters be located?

- **10 min – Story Board:** Learners will create a storyboard of events with at least eight squares that illustrate the cause of their conflict, the actual conflict and the effects of the conflict on Native Americans.

- **Closure 5 min – Dummy Quote:** What was the most important "Dummy Quote" from your characters? Next ALICE = 3 days/ Complete Storyboard for world creation and conduct a web-search to expand on project content knowledge.
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<th>Essential Question (?)</th>
<th>ALICE Application = 90 min</th>
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<tr>
<td>Day 2</td>
<td>American History I/ AP US History</td>
<td>How did colonization of the New World lead to conflict with Native Americans?</td>
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<td>How do we use ALICE to illustrate the effects that European Colonization have on Native Americans political, economic and social structure in the New World?</td>
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**Teacher**

Concept – Conflict
Topics: Anglo-Powhatan Wars, Pequot War, Assimilation, Reservation, Native American Land Use v. European Land Use, Encomedia System, Trail of Tears

**Essential Standards**

- AH1.H.3 Understand the factors that led to exploration, settlement, movement and expansion and their impact on the United States development over time.
  - Concept: Migration

- AH1.H.4: Analyze how conflict and compromise have shaped politics, economics and culture in the United States
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- AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States
  - Concept: “The American Dream”

**Essential Standards**

- **AH1.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups**
  - Individuals and groups willing to take risks can influence the settlement and expansion of a nation.

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  - As nations expand and become more diverse, conflict may arise over cultural differences

- **AH1.H.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction**
  - Opportunity and mobility on behalf of survival, perseverance and self-improvement can have both positive and negative impacts for various groups and their communities.
  - People often move, despite barriers, when given an opportunity.

**Starter**

2 min – Partner Share and Discuss:
Partners will share and discuss their findings in relation to their storyboard.

**Learning Target: “I Can”**

- Explain How various groups of American Indians influenced the settlement and expansion of European colonies and the United States frontier
- Create a storyboard that illustrates the conflict that occurred between Native Americans and Europeans
- Create a ALICE World with characters and statements for my first scene in a 3-D project

**Instructional Strategies**

- 60 min – Guided Practice- Individual Learner/ Introduction to ALICE “Beginner Level”

- 25 min – Cooperative Groups/ Partner Pairs: Guided Practice/ create your own world – Basic World with Characters
  - Create New World
  - Insert Characters for scene one
  - Position Characters for scene one
  - Make each character make a statement about your topic in scene one
  - Create movement of characters for scene one

**Vocabulary/Documents**

- Anglo-Powhatan Wars
- Chief Powhatan
- King Philip’s War
- Pequot War
- Assimilation
- Reservation
- Native American Land Use v. European Land Use
- Encomedia System
- Trail of Tears

**Exit Slip**

5 min – Muddy and Clear
This is a question and answer session in which students identify muddy application skills for ALICE and share new found ideas

**Homework**

Come to learning center to complete first part of ALICE Project and continue research.
Learning Center ALICE
“For Princess and the Dragon” Learning To Program With ALICE

For Students Who Want To Learn ALICE Faster, Come To Two Learning Center Tutorials
<table>
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<tr>
<th>Date</th>
<th>Day 3</th>
<th>Subject/Period</th>
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<td>Day 3 ALICE Application = 90 min</td>
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**Essential Question (?)**

How did colonization of the New World lead to conflict with Native Americans?  
How do we use ALICE to illustrate the effects that European Colonization have on Native Americans political, economic and social structure in the New World?

**Teacher**

Day 3 of ALICE Project: during the week that lapse between, students have been researching topics and attended a Learning Center to practice basic ALICE Skills or complete [Some students will act as peer tutors to “teach” new ALICE skills to their teams]

Concept – Conflict
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**Essential Standards**

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**Starter**

2 min – Think-Pair-Share

[Re-visit original question “How can we use 3-D to create a visual time-line of an event in history?]  

**Learning Target: “I Can”**

- Explain How various groups of American Indians influenced the settlement and expansion of European colonies and the United States frontier
- Create a storyboard that illustrates the conflict that occurred between Native Americans and Europeans
- Create a ALICE World with characters and statements for my first scene in a 3-D project

**Instructional Strategies**

10 min – Guided Practice/ Independent Learning: ALICE Tutorial
  Review [Muddy and Clear]  
  - Part 1: Scene Set up and Starting Animation
  
  **Part 2:** Writing Methods and Events  
  **Or**
  **Part 3:** Camera Control, Invisibility and 3-D Text  
  **Part 4:** Sounds, Billboards, 3D Text, AsSeenBy

Students will be grouped by ability level to work-through tutorials:

- **Group 1:** Learners who need direct guided practice to work through tutorials: Complete Part 2: Writing Methods and Events
- **Group 2:** Those groups who can work independently through the tutorials will be allowed to work ahead to learn new ALICE Skills with facilitation questions answered on as-need-basis. (These students will act as Peer Tutors and team leaders for the long-term project): Part 3: Camera Control, Invisibility and/or 3-D Text or Part 4: Sounds, Billboards, 3D Text, AsSeenBy

5 min – **Share and Discuss:** Partners share their research and discuss ideas on how to apply their research into their 3-D Presentation

25 min – **Cooperative Jigsaw Project:** Partner Pairs
Using skills learned through tutorials, create a 3-D virtual movie to create a visual time-line of an event in history.

**Exit Slip**

3 min – Quick Write: Describe one scene from your 3-D Virtual movie and explain how you are going to create a transition from scene to scene

**Homework**

Complete 3-D Movie, Learning Center tutorials to complete “Princess and Dragon” tutorials (Princess and Dragon tutorial due for grade)

**Vocabulary/Documents**

Anglo-Powhatan Wars  
Chief Powhatan  
King Philip’s War  
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Assimilation  
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