

Quest: The New World

Objective: Students will be able to compare and contrast the interactions of different populations throughout history as natives meet non-natives.

New World Timeline Events

1502	Columbus sets sail on 4th voyage to the New World
1550	Debate on the treatment of American Indians hosted in Spain
1607	Jamestown established
1621	Advanced: First Thanksgiving Middle: First Thanksgiving Entry: First Thanksgiving
1721	Smallpox Epidemic starts in Boston
1776	Declaration of Independence
1838	Trail of Tears
1863	Emancipation Proclamation
1911	Triangle Shirtwaist Factory Fire
1964	Civil Rights Act of 1964

Day 1: Explore Timeline

Students will take the day to explore the Official CQ New World Quest and discover the events listed above. Each image click will lead to information and research that they will use throughout the unit. As students research, have them pay close attention to the interactions between people throughout each time period (eg British colonists and Native Americans; Whites and African-Americans, etc). *Suggested:* [Notes Template](#)

Day 2: Hack History

Using notes from the Deep Dive on Day 1, students will identify 3 - 5 historical events that should be added to the New World Quest. Using the *ChronoMaker*, students will Hack History by creating their own Chronos to be added to the Quest. These events should help to add context to the interactions they observed in Day 1.

Day 3: Share & Assess

By following each other's ChronoQuest channels, students share out the events they've chosen to add to the Quest with a partner. Using a Venn Diagram, students will highlight the similarities and differences in interactions between native and non-native people throughout history.

Suggested: [Venn Diagram](#)

Extensions (E) and Modifications (M)

1. Write a critical lens essay through the perspective of a marginalized group of people (E)
2. As a group/partnership, research the historical context of power structures and treatment of different populations of people (E)
3. Teacher-guided exploration with suggested readings (M)
4. Whole-class completion of the Venn Diagram (M)

Standards Addressed

CCSS ELA Reading: Integration of Knowledge and Ideas
 CCSS ELA Reading: Range of Reading and Level of Text Complexity
 CCSS ELA Writing: Research to Build and Present Knowledge
 CCSS ELA Speaking & Listening: Comprehension and Collaboration
 CCSS ELA Speaking & Listening: Presentation of Knowledge and Ideas

ISTE Empowered Learner 1b, 1c, 1d
 ISTE Digital Citizen 2c
 ISTE Knowledge Constructor 3a, 3b, 3c, 3d
 ISTE Innovative Designer 4b, 4d
 ISTE Computational Thinker 5c
 ISTE Creative Communicator 6a, 6b, 6c, 6d
 ISTE Global Collaborator 7a, 7b, 7c, 7d

New World Notes: Interactions

Year	Observations What do you notice about how populations treat each other?	Analysis Which group of people holds the power? Why do you think this is so?
1502		
1550		
1607		
1621		
1721		
1776		
1838		
1863		
1911		
1964		
<p>Deep Dive: Which of these years is most interesting to you? What interactions stand out? What historical events occurred that may have caused populations to behave the way they do? What were some possible effects of this event?</p>		
<p>Extension: How does this compare to treatment of immigrants today?</p>		

1900

1925

1950

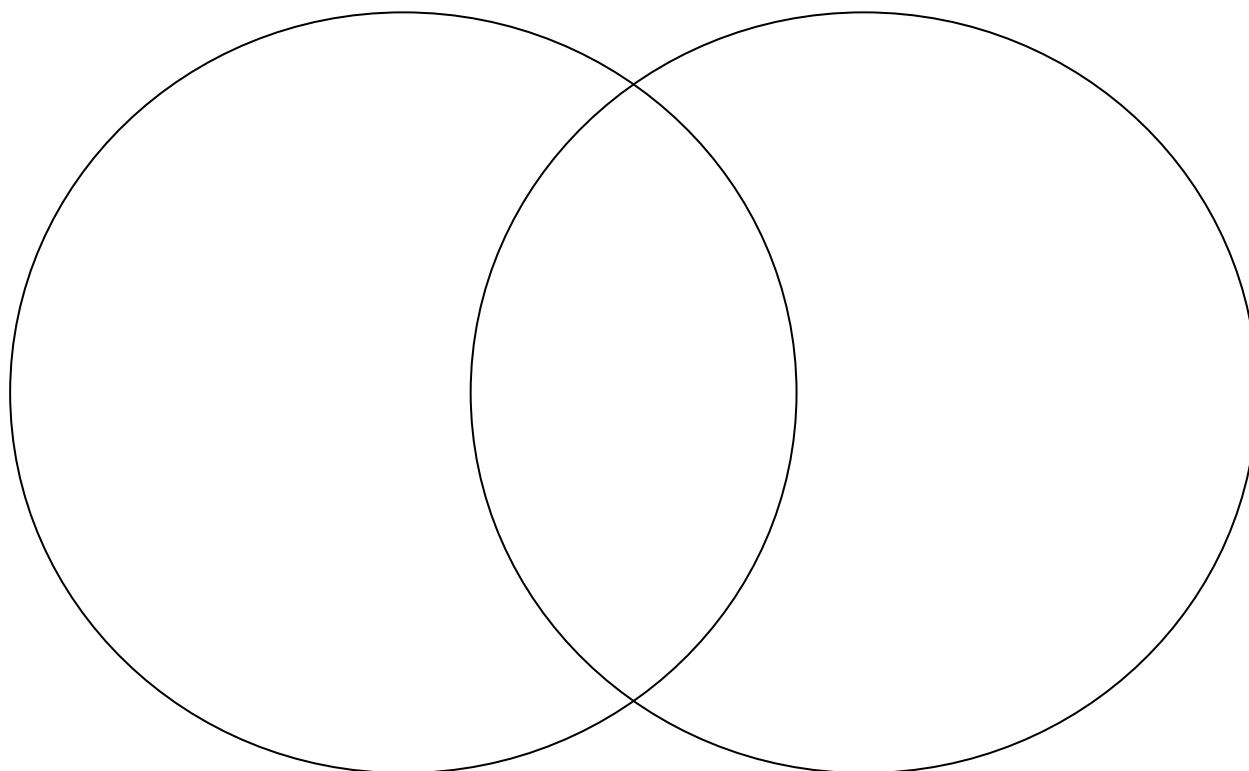
1975

Interactions between

&

Interactions between

&



What do you notice about the similarities? Why do you think this is important?