

Social Studies Grade 5 Unit 3

Unit: Social Sciences and History , Grade(s) Grade 5

Colonization and Settlement

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: Why did Europeans want to settle in the Americas?

EQ2: What challenges (internal and external) faced the first colonies?

EQ3: How were the three major English colonial regions alike and different?

EQ4: What was the impact of slavery on Africans and on the colonies?

EU1: In the late 16th century, European nations such as England, France, Spain, and the Netherlands launched major colonization programs in North America

EU2: Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s

EU3: Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.

EU4: Constitutions (compacts and charters) in the colonies established governmental structures and protections of essential rights

EU5: Many of the founding documents for the colonies (Mayflower Compact, etc.) were based on the idea of the consent of the governed.

EU6: Most enslaved Africans worked on farms and plantations in the Southern Colonies.

EU7: Each region in the English colonies had unique characteristics to offer - the types of people, geographies, and economies varied from region to region.

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Evidence of Learning/ Assessment

- Competency 1 - Jamestown
- Competency 2 - The French and Indian War
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning (February 9-April 22, 2021)
- Suggested Learning Activities
 - Examine a map of early English colonies and answer questions about the colonies.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Write a few paragraphs describing the challenges you might face in attending school in another country.
 - SEL Competency: Social Awareness; Self-Awareness; Self-Management.
 - Create act-it-outs that show why settlers came, the hardships they endured, and reasons each settlement succeeded or failed.
 - SEL Competency: Social Awareness; Relationship Skills.
 - Analyze the similarities and differences among the English colonies in North America by visiting booths in a "Colonial Fair."
 - SEL Competency: Social Awareness; Self-Management.
 - Write a postcard from the perspective of a colonist persuading a friend to settle in an American colony.
 - SEL Competency: Social Awareness; Self-Management.
 - Create a real estate advertisement for either the Jamestown or the Plymouth settlement.
 - SEL Competency: Social Awareness; Responsible Decision-making; Self-Management.
 - Compare and contrast the job opportunities of young colonists in each region.
 - SEL Competency: Social Awareness; Self-Management.
 - Write a letter from the point of view of a Separatist to describe your feelings about the Mayflower Compact.
 - SEL Competency: Social Awareness.
 - Consider the accuracy of several fictitious headlines from an English newspaper during the mid-1700s.
 - SEL Competency: Social Awareness; Responsible Decision-making; Self-Management.
 - Become investigative journalists in the mid-1700s. Travel through the colonies to scrutinize the claims made by the London Chronicle.
 - SEL Competency: Social Awareness; Responsible Decision-making; Self-Management.
 - Write a newspaper article entitled "What Life Is Really Like in the Colonies" to be published in a reputable British newspaper.
 - SEL Competency: Social Awareness.
 - Analyze speeches from the Great Awakening and write a diary entry from the perspective of someone who lived through the Great Awakening.
 - SEL Competency: Social Awareness; Responsible Decision-making; Self-Management.
 - Examine ways in which changes in religious practices before and after the Great Awakening influenced life in the colonies.
 - SEL Competency: Social Awareness; Self-Management.
 - Identify events that led to King Philip's War and analyze how the war affected American Indians and English settlers in New England.
 - SEL Competency: Social Awareness; Self-Management.
 - Analyze an image of a slave auction.
 - SEL Competency: Social Awareness; Self-Management.
 - Examine images and read about how Africans responded to enslavement in West Africa,

during the Middle Passage, and in the colonies.

- SEL Competency: Social Awareness; Self-Management.
- Identify some aspects of life for enslaved Africans and consider the ways in which plantation owners responded to these activities.
 - SEL Competency: Social Awareness; Self-Management.
- Write a response explaining different ways that slaves responded to their new lives.
 - SEL Competency: Social Awareness; Self-Management.
- Build and analyze a timeline summarizing key events from the unit. Conduct research about an additional event and share your findings.
 - SEL Competency: Social Awareness; Responsible Decision-making; Self-Management.

Unit Materials

Social Studies Alive - America's Past

DBQ Project

InfoBase

Social Emotional Learning

Social Studies is enhanced when it is intentional about developing social and emotional learning (SEL) core competencies.

- **Self-Awareness.** Social studies begins with an awareness of self and how individuals are members of their families, communities, and country.
 - *Students will use historical events to identify with a time they may have had the same feelings as a historical figure and discuss in small groups (or write in their journals or on an essay question) how they handled those situations.*
- **Self-Management.** All education is based on the implicit assumption that students will have the self-management skills necessary to calm themselves and focus their attention so they can effectively participate in learning, including history and social studies. A further assumption is that students will have goal-setting skills to complete academic assignments.
 - *Students will identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve it.*
 - *Students will use historical events to discuss how historical figures persevered through hard times to turn their lives around or reach a goal.*

- **Social Awareness.** Understanding history and social studies depends on an awareness of ourselves in relation to others—how we may be similar and different. Understanding of history and social studies also depends on an awareness of different cultures and historical experiences. It provides an opportunity to understand that people have different perspectives based on their experiences. Perspective-taking is an essential part of social awareness.
 - *Students will examine historical events and discuss the different perspective of different historical figures, identifying their feelings and thoughts.*
 - *Students will reflect (including in journals) on questions about the negative effects of stereotyping and discuss using TPS strategy.*
 - *Students will discuss and analyze the origins and negative effects of stereotyping and prejudice as reflected in history.*
 - *Students will routinely examine history and biographies in terms of the perspective of the individuals being studied, identifying their feelings and thoughts.*
 - *Students will organize information and promote problem solving as a part of learning about history that explores different cultures and celebrates diversity.*
 - *Students will routinely discuss figures in history in terms of how they felt and why they took certain actions or behaved the way they did.*
- **Relationship Skills.** Social studies may be explicitly organized to develop community service skills, which give students opportunities to practice communication, assertiveness, conflict resolution, and problem-solving. Project-based learning and/or cooperative learning techniques also offer opportunities for students to practice important interpersonal skills.
 - *In preparation for presentations, students will develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.).*
 - *Students will collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers.*
 - *Students will walk through the steps of problem-solving in response to situations in history.*
- **Responsible Decision-making.** Social studies assumes that students will have the ability to evaluate options and make effective decisions to complete assignments. Further, students have an opportunity to reflect on the values of different historical figures, and how values and beliefs can motivate service to others and their community.
 - *Students will learn a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).*
 - *Students will apply their decision-making formula to problems historical figures faced.*

Standards Covered

*ELA NJSL

RH: Reading History and Social Studies

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).

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.

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 law, how interest rates are raised or lowered).

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.

WHST: Writing History, Science and Technical Subjects**Production and Distribution of Writing**

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

***Social Studies NJSL**

SOC.6.1.8: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.8.2: Colonization and Settlement (1585-1763)

- SOC.6.1.8.A: Civics, Government, and Human Rights
 - SOC.6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.
 - SOC.6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
 - SOC.6.1.8.A.2.c: Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- SOC.6.1.8.B: Geography, People, and the Environment
 - SOC.6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

- SOC.6.1.8.B.2.b: **Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.**
- SOC.6.1.8.C: **Economics, Innovation, and Technology**
 - SOC.6.1.8.C.2.a: **Compare the practice of slavery and indentured servitude in Colonial labor systems.**
 - SOC.6.1.8.C.2.b: **Explain the system of mercantilism and its impact on the economies of the colonies and European countries.**
 - SOC.6.1.8.C.2.c: **Analyze the impact of triangular trade on multiple nations and groups.**
- SOC.6.1.8.CS2: **Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.**
- SOC.6.1.8.D: **History, Culture, and Perspectives**
 - SOC.6.1.8.D.2.a: **Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.**
 - SOC.6.1.8.D.2.b: **Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.**

Additional Properties

Author: Zalika, Ron

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Created by: willingboro, willingboro (5/1/2018 3:17 PM)

Last modified by: willingboro, willingboro (8/26/2020 8:30 PM)