

**Elementary Schools
Grade 5
Social Studies- History of the United States
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

**August 26, 2021
Date**

**Education – Item # 9
Agenda Item**

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

The fifth-grade Social Studies curriculum will cover the time eras of The First American and Settling the American Colonies and explore the following topics: Native Americans before global encounters (civilizations, culture, government and economy), Age of exploration (early explorers, technological advances, Spanish explorers, The Columbus Exchange), Colonial Settlements (Spanish, English, and French), Life of Colonies (colonial development, life in the colonies, slavery in the colonies, colonial-native relations, the French and Indian War).

II. Course Instructional Materials

- Pearson myWolrd Interactive Social Studies
- Bring History Alive! (Sourcebooks for United States and World History)
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History <http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/curriculum/>

E. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available: <https://www.welcomingschools.org>

F. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances or achievements related to topics covered.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Pacing Guide

First Trimester	Unit #1: The First Americans Unit #2: Age of Exploration
Second Trimester	Unit #3: Settling the Colonies of North America
Third Trimester	Unit #4: Life in the Colonies

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

Social Studies Department Writing Rubric

		1	2	3	4
Introduction	Historical Background	Limited to no events into historical time period	present but lacks detail	clearly places events, into historical time period	clearly and accurately summarizes events into historical time period with relevant details
	Thesis (Topic Sentence)	thesis does not accurately address the question/has no claims	thesis is presented with 1 claim	thesis is presented with 2 claims	thesis is fully presented with 3 claims
	Supporting Evidence	No evidence provided to support the thesis and its claims	Evidence supports thesis and 1 claim	Evidence supports the thesis and 2 claims	Evidence effectively supports the thesis and 3 claims
Body	Historical Knowledge	Lacks specifics historical knowledge	Partially identifies historical knowledge	Identifies relevant historical knowledge	Identifies relevant historical knowledge that supports the evidence and claims
	Details to Support Evidence	Details are presented as generalized statements	Details are present and partially supports some evidence and claims	Details are relevant, and support some evidence and claims	Details are relevant, and support all evidence and claims
	Different Perspectives	does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	Effectively interprets various interpretations	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Summarizes Topic Sentence and Evidence	Conclusion is present but does not summarize the topic sentence and evidence	Conclusion is present, topic sentence and evidence are partially summarized	Conclusion is present, topic sentence and evidence are summarized and explained	Conclusion is present, topic sentence and evidence are fully summarized and well explained.
Style	Organization and Structure	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Grammar	Does not demonstrate sentence mastery, uses no academic or domain-specific vocabulary	Uses some repetitive yet correct sentence structure, uses limited academic and/or domain- specific vocabulary	Uses correct and varied sentence structure, uses academic and/or domain-specific vocabulary appropriate for the audience and purpose	Uses purposeful and varied sentence structure, uses precise academic and/or domain- specific vocabulary appropriate for the audience and purpose
	Conventions	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high frequency words; no errors	Capitalizes correctly and consistently with some errors, uses commas, apostrophes and end punctuation some of the time , uses quotation marks to indicate direct speech and quotations from a text some of the time and applies some above grade level spelling rules and patterns correctly, including irregular high frequency words; no errors	Capitalizes correctly and consistently with minor errors, uses commas, apostrophes and end punctuation most of the time, uses quotation marks to indicate direct speech and quotations from a text most of the time and applies above grade level spelling rules and patterns correctly, including irregular high frequency words; no errors	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high frequency words; no errors

Unit # 1
The First Americans

STAGE 1
Desired Results

Essential Questions...

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- American Indians both adapted to and modified the geography of their region creating thriving civilizations in North and South America.
- American Indians used a variety of natural resources to meet their needs for food, clothing, and shelter.
- American Indians prospered by creating diverse ways of life and adapting to the climate, resources, and other geographic factors.
- American Indians developed rich cultural traditions, creating societies with complex economies and governments.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The ways of life of the ancient American Indians.
- That geography and climate influenced American Indian groups differently.
- What culture is and how it led to diversity among early American Indians.
- The role of men, women, and children in American Indian society.
- The various features of American Indian religious life.

- How American Indian groups chose leaders and governed themselves.
- The term economy and how American Indian groups used local resources to survive.

Content Vocabulary:

- migrate, hunter-gatherer, geography, climate, nomad, agriculture, technology, irrigation, civilization, influence, distribute
- custom, tradition, folklore, ancestor, aspect, maintain
- government, council, confederacy, league, economy, commodity, trading network, adviser, establish

Common Misconceptions:

From watching movies, some students may think that all American Indian groups followed the same way of life and used the same resources. Point to the different groups on the map as you explain that the various American Indian groups dressed differently, built houses based on the resources near them, and often held different beliefs.

Some students may think that all the totem poles they see in pictures were made long ago. Explain that since totem poles were made of wood, they generally decayed after a number of years. Continue by saying that modern-day American Indian artists continue to carve and decorate totem poles.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project Based Learning: What's Cooking

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Ancient Indian Civilizations
Lesson 2: American Indian Culture
Lesson 3: American Indian Government and Economy
Literacy Skills: Compare and Contrast
Map and Graph Skills: Interpret Cultural Data on Maps
Primary Source: American Indian Folk Tales
Citizenship: Wilma Mankiller (1945-2010)

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: What's Cooking
TikaTok

Unit Specific Accommodations and Modifications

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Big Question.

- Special Needs:** Explain that the noun geography refers to land, water, and climate on Earth. Say: Every place has a different geography. Help students understand that the geography of a place affects the people who live there. Encourage students to talk about how they might dress for school in a cold place and in a hot place. Ask: How does geography affect activities that you do?
- Below Level:** Display photographs of the geography of different places and talk about each one with students. Point out natural features. Have students choose one photograph and brainstorm what it would be like to live in that place. Ask: How might the geography of this place affect the clothes you wear, the way you get to school, and the activities that you do?
- Advanced:** Have students think of two places with very different geographies that they have visited or would like to visit. Have students make a chart that compares and contrasts the geography of the two places. Students should be sure to contrast the land, water, climate, and resources of the two places.

Ancient Indian Civilizations:

Support for English Language Learners:

- Listening:** Ask students to listen carefully as you read the first three paragraphs aloud. Explain that both geography and climate played a role in the arrival of people in North and South America. Tell students that you would like them to practice asking questions about what they hear or read.
- Entering:** Tell students to think of two questions about what you have read to them. Suggest that the questions require a simple yes or no answer. Have them ask a partner the questions.
- Emerging:** Tell students to write two questions about what they have heard. Say that the questions should require a simple yes or no answer.
- Developing:** Tell students to write two questions about geography and climate. Suggest that one question require a simple yes or no answer and the other one require a more complex answer.
- Expanding:** Tell students to write two questions that test knowledge of what they read. Encourage students to ask questions that require more than a yes or no answer.
- Bridging:** Have students write two questions that ask about the role geography and climate played in the arrival of people in North and South America. They should then exchange papers and answer the questions they receive.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how geography influenced ways of life.

- Special Needs:**
- Point out that some early people hunted and gathered their food. Some eventually lived in one place and farmed. Have students who have visited farms or community or school gardens describe the work involved in maintaining a garden. Ask: What foods would you (or do you) plant in a community or school garden? Why would you plant these foods?
 - Write the words adapt and modify on the board. Place several chairs in the front of the room. Have students stand, form a line, and walk toward and around the chairs. Explain that they adapted their route by walking around the chairs. Now have students turn around and walk toward the chairs. Move the chairs and let students continue to walk straight. Say that you modified the classroom by removing the chairs.

- Below Level:**
- Ask students to identify the differences between hunter-gatherers and people who practice agriculture. Have students imagine they lived long ago. Have them tell a partner whether they would rather be a hunter-gatherer or a farmer and explain why.
 - Write the words adapt and modify on the board.
- Explain how the meanings of the two words differ. Have students think of an example for each word. For adapt, students might describe clothing and seasons or types of houses for climate. For modify, they might describe how building a bridge or dam modifies a community.
- Advanced:**
- Have students write an explanatory paragraph that explains how the practice of agriculture was linked to the settlement of North America. Encourage students to have a clear topic sentence and to include at least three facts.
 - Have students use the Internet to identify photographs showing how people have modified land and water in their communities. Direct students to write captions that explain how the people modified the land in each case.

American Indian Culture:

Support for English Language Learners:

- Speaking:** Write the word culture on the board and pronounce it with students.
- Entering:** Review the definition of culture with students. Explain that the culture of a people includes art, language, foods, ideas, beliefs, and history. Encourage students to describe a food or event that is part of their culture.
- Emerging:** Review the definition of culture with students. Tell students that the culture of a people includes art, language, foods, ideas, beliefs, and history. Assist students to list examples of the elements of their own culture. Ask: What is the language of your culture? What traditional foods does your family eat?
- Developing:** Ask students to explain what culture is and review the definition as needed. Then have students turn and explain several examples of their culture to a partner.
- Expanding:** Have students listen as you say the following: Groups of people have their own culture. Language, art, food, clothing, and beliefs are all parts of a culture. Have students think of several cultures in their community and describe the language, art, foods, and beliefs of the cultures. Correct any misconceptions.
- Bridging:** Have students make a list of ten things that they know about their own culture. Ask students to discuss several of these aspects of culture with a partner.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Big Question.

- Special Needs:** Explain that people who live near mountains do different things than people who live near water. Ask: What could you do if you lived near mountains? (climb them, ski, look for animals) What could you do if you lived near an ocean? (swim, surf, eat seafood)
- Below Level:** Ask students to think about how aspects of culture varied depending on where American Indians lived. Ask: Why do you think not all American Indians had Green Corn ceremonies? (Not all people had the resource of corn.)
- Advanced:** Have students discuss how the culture of the American Indian groups might be affected by whether the groups farmed the land or hunted and gathered. Have them discuss aspects of culture, such as customs, tools, skills, or language, that might be different.

Use the following activities to differentiate instruction for students when discussing the roles of men, women, and children.

- Special Needs:** Provide support to make sure students understand how to read and fill in information on a table. Read the three labels: Men, Women, and Children. Explain that the information for Women is filled in on the chart. Work with students to fill in the remaining columns.
- Below Level:** Have students complete the table independently, referring back to the text for information. Then have them draw pictures or write sentences to illustrate the information shown in each column.
- Advanced:** After students have filled in the table, ask them to do research to find out about the life of men, women, and children in a specific American Indian group. Then have them write a narrative that describes imagined experiences each might have had on an average day.

American Indian Government and Economy:

Support for English Language Learners:

- Listening:** Read aloud the last four paragraphs of the section "Government Past and Present."

- Entering:** Ask students to name a few classroom rules. Discuss who makes the classroom rules and why you have rules. Encourage students to expand to larger groups such as the town or country. Help students understand the Iroquois League and the need for people to work together.
- Emerging:** Ask students: Who makes rules? (Possible answers: parents, teachers) Then ask: Who makes rules for them? (Possible answers: grandparents, government) Introduce students to the idea of government bodies that make rules for different groups of people. Explain that the Iroquois League was started to make rules for many groups of people.
- Developing:** Encourage students to explain who they think makes the rules for their school, town, or state. Ask: Why do all these places need rules? (Possible answers: Rules help people live peacefully together and make sure things are done correctly.) Help students understand that different government bodies make the rules or laws for different groups. Discuss with students the reasons for the Iroquois League in this context.
- Expanding:** See how well students can answer these critical-thinking questions: Why do you think the Iroquois groups joined together? (to get more done; to share ideas) How is an adviser different from a leader? (An adviser gives suggestions and advice. A leader makes decisions.)
- Bridging:** Have students compare a council and a confederacy. Ask: In what kind of situation is it better to form a council? A confederacy?

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the concept of government.

- Special Needs:** Write the word government on the board and underline the root govern. Say: Govern means “to rule.” Encourage students to talk about their class or school government and how it functions. Ask who makes the rules for the class or school. Ask: What happens when rules are followed? What happens when rules aren’t followed?
- Below Level:** Have students find out more about the government of a specific American Indian group. Then tell them to write one paragraph about that government. Have them include whether there is a leader or council and how decisions are made. Ask them to read their completed paragraph, edit it as required, and rewrite a final version.
- Advanced:** Have students find out more about the government of a specific American Indian group. Then ask them to write a multi-paragraph text that informs others about the group’s government. Have them include information such as whether the government is part of a league or confederacy and the role of leaders or councils in making decisions.

Use the following activities to differentiate instruction for students when discussing the Big Question.

- Special Needs:** Work with students to identify groups who make or produce and use goods in their community. Explain that these groups are taking part in the economy of the community.
- Below Level:** Review the concept of economy. Work with students to identify how they contribute to the economy of the community by buying certain goods. Help them to identify the people who make or produce the goods they buy.
- Advanced:** Ask small groups to make a poster using both pictures and words to illustrate the economy and highlight how different American Indian groups made, shared, and used goods.

Map and Graph Skills: Interpret Cultural Data on Maps:

Support for English Language Learners:

- Writing:** Review with students the parts of a map: title, compass rose, legend, and scale bar.
- Entering:** Review the parts of a map with students, repeating each term. Have students name Indian cultural groups relative to others, using compass directions. Provide a sentence frame to have students complete.
- Emerging:** Have students look at the map. Point out that the Comanche were located south of the Lakota. Have them write a complete sentence that tells the location of one American Indian group in relation to another.
- Developing:** Have students write several sentences that tell where the following groups are in relation to the Illinois: Blackfoot, Arapaho, Calusa, Micmac.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing American Indian cultural regions.

- Special Needs:** Find pictures that show the ways of life of American Indians in each cultural region. Then show the appropriate images as you describe and point to each cultural region on the map.
- Below Level:** Hold up images of ways of life of American Indians one at a time. Ask students to tell you the cultural region on the map they think matches the picture. Encourage them to tell you why they chose a particular region, such as clues from climate and geography depicted in the images.

Advanced: Have students do additional research on the American Indian cultural regions. Then ask them to draw an illustrated map showing the ways of life in the various regions.

Primary Source: American Indian Folktales

Support for English Language Learners:

Speaking: Locate images or illustrations of early American Indians from different cultures that represent different American Indian groups. Encourage students to describe what they see in the images.

Entering: Display the images one at a time. State the American Indian group represented by the image. Model stating what aspect of culture is represented in each image. Encourage students to state what they see.

Emerging: Display two images. State the American Indian group represented in each image. Say that you would like to describe how the clothing styles are alike and different. Then model comparing and contrasting using sentence frames, such as ____ used ____ for

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing American Indian folktales.

Special Needs: Read students another American Indian folktale. Ask them questions such as the following: Who is in the story? What do the animals do that real animals don't? What is the ending of the story? Do you believe it really happened? Have students ask one question about the story.

Below Level: Read students another American Indian folktale. Have students compare and contrast the characters in the story to the story in the Worktext.

Advanced: Identify two other American Indian folktales for students to read. Then ask them to write a paragraph to compare and contrast the two folktales. Encourage them to use linking phrases to connect ideas.

Literacy Skills: Compare and Contrast:

Support for English Language Learners:

Writing: Tell students that when presenting a report or writing an informational text, it is useful to include descriptions and explanations.

Entering: Review the content in the Venn diagram. Explain what each part of the diagram means. Then ask students to name one detail that is unique and one that is shared.

Emerging: Have students read aloud one detail that compares and one detail that contrasts from the graphic organizer. Ask students to label each detail as comparing or contrasting the two groups.

Developing: Have students read aloud the details from the Venn diagram. Then have students work together to prepare sentences that compare and contrast the information in the graphic organizer.

Expanding: Have students pair up and write complete sentences that describe similarities and differences from the graphic organizer. Have them read the sentences aloud to other pairs.

Bridging: Have students write a paragraph that includes a description and explanation based on the information in the graphic organizer. Have them read their paragraph aloud to others.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to compare and contrast.

Special Needs: Review with students that comparing requires looking for similarities and contrasting requires looking for differences. Then provide sentence frames, such as "The Woodlands and the Desert Southwest Indians are similar in that they both ____." Help students use their completed graphic organizers to fill in the frames.

Below Level: Tell students to work in pairs and ask each other questions related to comparing and contrasting the American Indian groups covered in the graphic organizer. For example, they might ask "How are the Woodlands Indians and the Southwest Desert Indians different?" to contrast. Students can use the completed Venn diagram to help them answer the question.

Advanced: Ask students to form small groups and research two American Indian groups not covered in the graphic organizer. Then have them create their own Venn diagram for these new groups.

Citizenship: Wilma Mankiller (1945–2010)- A Cherokee Chief:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing American Indian cultural regions.

- Special Needs:** Direct students' attention to the chart "Features of American Indian Cultural Regions." Point out that the first column lists four cultural regions. Read the names aloud. Then show students how they can find out different kinds of information about a region by reading across the row. Have students practice stating complete sentences from the information provided in one of the rows. (Example: The climate of the Pacific Northwest was wet and cool.)
- Below Level:** Have students select one cultural region listed on the chart. Tell them to study the information in all the rows. Then have them fill in sentence frames to compare and contrast, such as the following: People of the desert Southwest lived in _____, but people of the Pacific Northwest lived in _____.
- Advanced:** Have students write Moment in Time stories about people living long ago in any two of the cultural regions. Each story should be at least four paragraphs long and tell about the actions of a main character in his or her cultural region. Instruct students to look closely at the Visual Review chart and incorporate information about each culture from the second through fifth columns.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Language Arts

Have students choose one of the American Indian groups shown in "Who will you meet?". Tell them to look at the geographic features where the group was located on the map. Based on this information, ask them to quick-write about what they think the lives of members of this group were like. What resources were they likely to use? How did their environment benefit or challenge them? Then request that students write a narrative of a time when a member of the group interacted with the environment. The narrative should focus on the character's response to the environment. Encourage students to use effective technique, descriptive details, and clear event sequencing.

Curriculum Connections: Science

Explain that American Indians respected the resources that they used. Many American Indian groups tried to limit the amount of resources they used to meet their needs. They also tried to use as much of every animal as they could. Explain that in this way they conserved, or made the best use of, their resources.

Have students research present-day efforts in your state to conserve resources. Tell students to focus on one aspect of conservation in your state and learn more about it. They can then plan and give an oral presentation for the class. Students should refer to at least one visual as they speak.

Curriculum Connections: Language Arts

Explain to students that religion was important to American Indians in all parts of what would become the United States. Have students find out more about the role of religion in the life of American Indians in your state. Ask students to create a multimedia report on their findings. Encourage students to include information about religious leaders, practices, stories, and ceremonies. Also, tell students to include facts, definitions, concrete details, and

Curriculum Connections: Reading

Review with students basic reading skills such as compare and contrast, cause and effect, and problem and solution. Ask groups of students to find text information on the Internet about two different American Indian groups in two different cultural regions. If possible, the text should include information about the government and economy of the two groups. Groups should then work together to fill in one of these graphic organizers: compare-and-contrast graphic organizer, a cause-and-effect graphic organizer, and a problem-solution graphic organizer.

Beyond the Classroom:

Take students to an American Indian site located in or near your community. Possible sites might include a state or national park, a historic American Indian site, or an American Indian museum in or near your community.

- Leveled Readers- Assign books based on students' reading abilities and needs.
Below level: The First Americans: American Indians
On level: The Nations of North America
Advanced: A History of American Indian Nations
- Content Readers- Use the content reader to enrich the content of this chapter.
Who's Who: American Indian Leaders
- Suggested Reading
The Birchbark House by Louise Erdrich
Eagle Boy: A Pacific Northwest Native Tale by Richard Lee Vaughan
The Earth Is My Mother by Bev Doolittle and Elise Maclay
The First Americans: The Story of Where They Came From and Who They Became by Anthony Aveni

Unit # 2
Age of Exploration

STAGE 1
Desired Results

Essential Questions...

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- The desire to expand trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results.
- The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long-lasting effects.
- This period of time also resulted in advances in technologies such as map-making, and other navigational tools, that would have a long-lasting impact on future travel.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The impact of advancements of innovations such as improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass, and the chronometer.
- The efforts of the Prince Henry of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- That the Portuguese explorer Vasco de Gama was the first European to sail around Africa and reach India.
- The motivations of the King and Queen of Spain to send explorers to find a route west to Asia.

- That Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans.
- The entrepreneurial characteristics of Columbus and later Spanish explorers.
- The term *colony* and how Spain started colonies in the Americas.
- The Columbian Exchange refers to an interchange of cultures and goods between Europe, American Indians, and Africans following Columbus's explorations.
- There were long lasting impacts from the Columbian Exchange on European, American Indian, and African peoples.

Content Vocabulary:

- merchant, slave trade, navigation, astrolabe, caravel, examine, accurately
- patron, conquistador, expedition, empire, colony, epidemic, organized, demolished
- Columbian Exchange, plantation, enormous, distinct

Common Misconceptions:

Drawing a Map is Easy- A map is a picture that represents a place on Earth. That should be easy to represent, right? You just draw what you see and what you know is there, right? Cartographers, or people who make maps, have a very tough job. There is more to mapmaking than what you might think. Some things that cartographers have to consider include: how to represent a round planet on a flat page; how to draw three-dimensional objects such as mountains and valleys on a two-dimensional surface; and how to represent changes that occur in time (as small as those changes might be.) Because maps are smaller than the land they represent, there is always going to be a loss of detail in the map compared to what is really there.

Some Common Misconceptions about Christopher Columbus- Columbus set out to prove the world was round. He knew it was round, as this was proven 2,000 years earlier by ancient Greek mathematicians. He just underestimated the size of the continents. Likewise, the myth that his crew was nervous about falling off Earth isn't true. Columbus discovered America. What he actually "discovered" was the Bahamas archipelago and then the island later named Hispaniola, which today contains the nations of Haiti and the Dominican Republic. Columbus gained unclaimed land for Spain. There were millions of people living in the Americas at the time of Columbus's arrival. This was their land that they had inhabited for many years. Columbus's claim to the land was just the beginning of European explorers setting foot on new land inhabited by Native Americans and claiming it for their countries.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project Based Learning: Ahoy, Sailors

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Early Explorers and Advances in Technology

Lesson 2: Explorers for Spain

Lesson 3: The Columbian Exchange

Literacy Skills: Sequence

Map and Graph Skills: Interpret Timelines

Primary Source: Journal of Christopher Columbus

Citizenship: Prince Henry the Navigator

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Ahoy, Sailors

TikaTok

Unit Specific Accommodations and Modifications

Support for English Language Learners:

Listening: Remind students that they need to pay attention and listen to the definitions of the parts of a map.

Entering: Go over the parts of a map, and point out each one on a map.

Emerging: Introduce students to the five parts of a map: Title, Compass rose, Legend, Grid, Scale. Go over their meanings with students.

Developing: Introduce students to the five parts of a map: Title, Compass rose, Legend, Grid, Scale. Explain that they may recognize these words by their more common meanings, such as a rose is a type of flower. Go over the meaning of each term with students.

Expanding: Introduce students to the five parts of a map: Title, Compass rose, Legend, Grid, Scale. Ask students what they think each means, and help them with the actual definitions.

Bridging: Introduce students to the five parts of a map: Title, Compass rose, Legend, Grid, Scale. Demonstrate the function of each map part. Have students record the meaning of each word as it applies to a map.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing why people explore.

Special Needs: Begin by asking, "What is an explorer?" (Answers will vary.) Explain that an explorer is someone who leaves their home to go to a new place and learn more about the new place. Direct students to the pictures in the "Who will you meet?" section and read aloud what each one did. Explain that these people were alive hundreds of years ago, and their explorations were very important in history.

Below Level: Have students study the photo of explorers landing on a new land. What are the expressions on the explorers' faces? Point out that explorers dealt with many hardships on their explorations, such as being away from family, disease, and learning how to interact with American Indians. Ask them to work with a partner and discuss this prompt: "Why would these people still choose to explore new lands if it was so difficult?"

Advanced: Have students imagine they are an explorer. Have them write a letter to a family member who has expressed concern over their desire to explore. Their letter should acknowledge the reasons why their family member might not want them to go. They should then use persuasive language to argue against those reasons, ending with a concluding statement as to why they decided to go on an expedition.

Early Explorers and Advances in Technology:

Support for English Language Learners

- Speaking:** Encourage students to say some of the new words from this chapter with you. Repeat the words as necessary.
- Entering:** Use this lesson to review some homophones that students will encounter. Point out words such as sail and sea. Students may be more familiar with the other spellings of these words. Review the meanings of each.
- Emerging:** Help students paraphrase these phrases from Lesson 1: plan their course (“decide how to get somewhere”), sea route (“a planned way to go by sea”), land route (“a planned way to go by land”), triangular sails (“sails with three sides”). Invite students to create pictures to remember the phrases.
- Developing:** Some of the nautical terms that are introduced in this lesson may be difficult for students. Review the terms with students and have them create images that help them understand the terms.
- Expanding:** Have students create and maintain a “nautical dictionary” of words and phrases they find in the text that relate to traveling on ships. Have them write example sentences using the nautical language.
- Bridging:** Instruct students to plan and deliver an oral presentation describing what is happening on the map by using the features on the map, such as the legend, scale, and compass. Have them detail how those features describe the people involved and the sequence of events.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing navigational tools.

- Special Needs:** Bring in a compass for students to hold and see how the needle always points north. Guide them to use the compass to describe the direction of classroom objects or school buildings. Have them write down the directions for selected objects or buildings using cardinal directions (north, south, east, west).
- Below Level:** Have students create a picture dictionary of navigational tools used long ago and today. They can use information from the text and additional resources. Provide many resources at a range of readability levels to meet students’ needs.
- Advanced:** Ask students to invent and sketch a new tool for navigation. Have them include a written piece describing how the tool can be used to further navigational endeavors, what materials are needed, and how it can be made. They can research various tools to give them ideas.

Explorers for Spain:

Support for English Language Learners:

- Speaking and Listening:** Explain to students that an important part of a conversation between two people is the type of questions that are asked.
- Entering:** Ask a student to volunteer to help you. Then ask several easy questions that help you find out his or her favorite sport, food, or color. Explain that people often use questions as a means of finding information. Encourage students to write a question for another student that would help them learn about the student.
- Emerging:** Ask students to formulate questions that will help them in a conversation with someone they don’t know. The goal is for them to figure out who they are talking to by asking formative questions. Suggest questions that start with who, what, where, when, and why.
- Developing:** Review with students the explorers they will learn about in the chapter. Challenge students to write a question that they would like to ask an explorer if they could meet them. Encourage students to practice asking the questions.
- Expanding:** Pair students up and instruct each student to choose one explorer to be (Columbus, Cortés, Magellan, Coronado, Ponce de Leon, or De Soto) and act out a conversation. Ask students to formulate questions that will help them learn who their partner is. Suggest questions that start with who, where, when, and why. Encourage active participation by both members of the conversation, and have them focus on listening to their partner and taking turns.
- Bridging:** Have students form into groups of four to five students so that each student can be one of the explorers in this chapter. Have them pretend they are having a meeting about planning an expedition. Instruct them to have a sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing Spanish explorers and Spanish colonists.

- Special Needs:** Ask students to share a decision they made today. Discuss what information they used to help them make the decision. Explain that they used the skill drawing conclusions to reach a decision. When you read a text, you draw conclusions based upon ideas you read in a text.
- Below Level:** Review the meaning of the words colony and colonist. Have students think about the point of view of the American Indians and record their thoughts as a journal entry, answering the question: How do you feel about Spanish conquistadors claiming land and colonists creating settlements?
- Advanced:** Have students research a colony in North or South America that was once controlled by Spain and Portugal. Questions to consider in their research: When was it a colony? When did it gain independence? What was life like as a colonist?

The Columbian Exchange:

Support for English Language Learners:

- Writing:** Write the lesson title on the board: The Columbian Exchange. Explain that both Columbian and exchange are words created from several parts. Many other English words are also built from parts.
- Entering:** Explain to students that some words in English come from other words. Tell students that some words are combined to make new words. They are called compound words. Point out several compound words in the classroom such as bookcase, blackboard, and windowsill. Write the words on the board, and ask students to say each word with you. Challenge students to identify other compound words.
- Emerging:** Write the words Columbus and Columbian on the board. Ask students to study the two words and notice which letters are used in both. Underline "Columb" in both words and help students understand the connection.
- Developing:** Ask students if they can find part of the name of a famous explorer in the word Columbian. Ask: Why would Columbus's name be a good one to use when discussing ways that Europe and the Americas shared ideas and products? (Columbus's journeys opened up the Americas to Europeans.)
- Expanding:** Point out that the word exchange includes the prefix ex-, which means "out of" or "from." Have students work with a partner to list and define three to four other words that contain the prefix ex-. (examples: exit, extend, exclude, expand, explore)
- Bridging:** Have students work independently or in pairs to discover the origin of the word America. Students should research the person behind the word and report their findings to the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Columbian Exchange.

- Special Needs:** Review the Sharing Language table. Then have students use several of the words in oral or written sentences.
- Below Level:** Review the Sharing Language table. Have students look in bilingual dictionaries or online to discover the original words for coffee, guitar, mosquito, and sugar. (kahveh, guitarra, mosquito, sucre) Then have them write about cultural contributions in our lives, such as restaurants, entertainment, and shopping.
- Advanced:** Have students research and report to the class the benefits of cultural exchanges that exist today in our country. Can they think of aspects of different cultures that are a part of our daily lives? What are some benefits of a mixed culture?

Literacy Skills: Sequence:

Support for English Language Learners:

- Writing:** Explain to students that they will be using different methods to create a timeline.
- Entering:** Have students cut out six strips of paper. Review sequence words with students. On three, have them write first, then, and last. On the other three, write eat breakfast, get dressed, and go to school. Work with students to organize the strips of paper to describe their morning.
- Emerging:** Have students cut out six strips of paper. On three, have them write the words first, then, and last. On the other three, have them copy the sentences in the Your Turn! boxes. Ask them to organize the strips of paper to describe the sequence of events.

Developing: Review sequence words with students, especially the ones in the sample text. Ask students to tell about an event using some of the words. Then ask them to point out the words in the

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing sequencing.

- Special Needs: Have students think about their favorite game to play with family or friends. Point out that most games have an order to play in: a beginning, a middle, and an end. Have them describe to the class how they play their game. Encourage them to use words that direct the order of events, such as first, then, next, after that, last.
- Below Level: Have students think about what they did yesterday. What were the main events of your day? (woke up, ate breakfast, went to school, ate lunch, played outside, did homework, ate dinner, went to bed) Have them write down the events in the order they occurred, and then have them describe the events to a partner, using words that direct the order of events, such as first, then, next, after that, last.
- Advanced: Have students think back to what they did last weekend. Suggest they organize their thoughts on paper, using a column for Saturday and a column for Sunday. Then have them describe the events to a partner, using other time order words (before, right after, later on, ultimately); and also making sure they differentiate between the events on Saturday to those on Sunday. (First, on Saturday . . . Then, on Sunday)

Primary Source: Journal of Christopher Columbus:

Support for English Language Learners:

- Writing/Speaking: Remind students that one important way to share information is by speaking. Encourage students to speak loudly and clearly.
- Entering: Ask students what it would be like or what it was like when they came to a new place. Ask students to describe what they see, what they hear, and what they smell. Remind them that the crew on Columbus's ship were experiencing a new place for the first time.
- Emerging: Have students pretend they are a crew member on Columbus's ship, and they are seeing land for the first time. Ask them to make a list of what they see, what they hear, what they smell, and how they feel about it. They could also draw pictures to describe these things.

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing Christopher Columbus's Journal.

- Special Needs: Read the journal entry to them, and then read it again using the Vocabulary Support in place of the terms underlined and highlighted. Discuss the feelings Columbus and his crew may have felt about this moment given what he wrote in his journal. (happy, excited, thankful, grateful)
- Below Level: From the journal entry, have students write a short report answering the following questions: "What happened?" "When did it happen?" "Where were they?" "Who was there?" "Why were they there?" Have them share their report with a partner.
- Advanced: Have students take the same event (Columbus and his crew seeing land for the first time) and rewrite the event in their own words. Have them present in the form of a newscast, or "breaking news." Make sure they cover the same content, and provide information so that someone could answer the questions, who, what, when, where, and why.

Map and Graph Skills: Interpret Timelines:

Support for English Language Learners:

- Speaking: Remind students that it is important to ask and answer questions to better understand information.
- Entering: Have students look at the timeline. Point to the first entry with text. Ask if the the entry 1419 is before or after 1492. Repeat with the other entries. Help students determine where in the text they can find the information they need based on the dates they have. Ask students questions as they determine the information they need.

Emerging: Ask students to pick a partner and work together to recreate the timeline in the lesson on a large piece of poster board. Then have them find pictures they can place next to each event.

Developing: Ask students to pick a partner and have them study the timeline in this lesson. Have them practice asking their partner

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing Interpreting Timelines.

Special Needs: Have students tell their activities for a typical day: when they get up, eat breakfast, go to school, etc. Help them record their responses on a timeline using 1-hour sections.

Below Level: Split your students into two groups. On the board, write down a list of birth dates for the students in each group. Guide each group to create a timeline that is divided into months and to write the birth dates of their group members at the appropriate points. Then have them look up the birth dates of other people (their teachers, friends, etc.) to fill out the timelines.

Advanced: Have students create a timeline for a person of their choice mentioned in Chapter 2. Have them start by researching their selection and then tell them to draw the timeline on a large sheet of poster board and include as many important details about the person's life as possible. They should decorate their timelines with pictures, drawings, and even quotes that relate to the events they included.

Citizenship: Prince Henry the Navigator (1394–1460)- Patron of Exploration:

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing early explorers.

Special Needs: Point to the chart "Early European Explorers," and talk about how some explorers spent most of their time exploring far off lands by sea, while others spent a lot of time exploring far off lands on foot. Go through the list of explorers, and help the students determine if the explorer spent more time on the sea or on land.

Below Level: Review the chart "Motivations and Results of Early Explorations," and discuss each point with students. Discuss additional information in the Worktext that supports the reasons and the results.

Advanced: Discuss the varying results in the chart "Motivations and Results of Early Explorations," and have students note that some of the results were very positive, and some were very negative. Based on these results, invite students to choose whether they would be pro (for) exploring, or against exploring. Ask them to write down what they would say if they were to take part in a debate on the subject.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Math

Direct students' attention to the timeline. Explain to them when making a timeline you must first decide how long of a period of time it will cover. In this case, the timeline covers two centuries, or 200 years. The next step is deciding what increments to divide the timeline. Ask them: How many sections has this timeline been divided into?(The timeline has been divided into four sections. Each section represents 50 years.) For the span of 200 years, 50-year increments is a reasonable spread. 50 is also a round number. However, if you were to add more events to this timeline, you would need more sections. With students, divide the timeline into smaller increments of time.

Curriculum Connections: Geography

The surviving crew members of Magellan's circumnavigation of the globe experienced an interesting phenomenon. They kept very detailed daily logs during their trip, and when they returned to Spain, they realized that their calendars were off by one day compared to the calendars of everyone at home. What had happened? How do you explain being off a whole day? As you travel around Earth, you gain or lose time, little by little. If you travel with the rotation of the Earth, as Magellan's crew did, you lose a day. Magellan's crew tried to figure this out. Later circumnavigators, such as Sir Francis Drake, experienced the same thing. In 1884, the International Date Line, an imaginary line of longitude running through the Pacific Ocean opposite the prime meridian, was created to separate two consecutive calendar dates.

Curriculum Connections: Archaeology

Archaeology is the science of studying objects produced or used by people of the past to understand how those people lived. The city of St. Augustine is very proud of its past as seen by its focus on archaeology. The city even has its own Archaeology Program,

which is led by a City Archaeologist. There is also a St. Augustine Archaeological Association made up of volunteers. You can visit the site of the original St. Augustine settlement at the Fountain of Youth Archaeological Park, where, for the past 80 years, archaeologists have been excavating the site of the original settlement, finding various objects such as lead shot from guns to amulets, or good luck charms worn as pendants. What they have found has helped our understanding of the important historical events that took place in the oldest American settlement.

Curriculum Connections: Health

Introduce students to the word epidemic and its definition: “an outbreak of disease that spreads quickly and affects many people.” Enhance the reading of the text by expanding on the topic of the American Indians catching diseases from the Europeans. Without knowing it, the Europeans brought germs with them that had a terrible impact. Because these germs were new to the area, most American Indians had no defense against diseases such as smallpox, measles, and malaria. Soon, epidemics occurred among the American Indians, where the diseases spread quickly and affected many people. The devastation, or great harm, was enormous. Millions of people died. Major epidemics in history also include The Black Death, or Bubonic Plague, in the 14th Century, and The Great Influenza Epidemic of 1918 (also known as the Spanish Flu).

Beyond the Classroom:

Take students outside for a class period and have them practice being explorers by using a compass or drawing a map to a location on school grounds that might have buried treasure.

Search local resources for a nearby astronomical society. Contact them to see if they have a member that would be able to teach a lesson about navigating by stars.

Additional Materials

- **Leveled Readers-** Assign books based on students’ reading abilities and needs.
Below level: Preparing for a Voyage
On level: Setting Sail: European Explorers
Advanced: Ships to Shores: How the Early European Explorers Sailed to the Americas
- **Content Readers-** Use the content reader to enrich the content of this chapter
Viewpoints: Exploration
- **Suggested Reading**
Pedro’s Journal by Pam Conrad
A World of Wonders: Geographic Travels in Verse and Rhyme by J. Patrick Lewis
Animals Christopher Columbus Saw: An Adventure in the New World by Sandra Markle
What If You Met a Pirate? by Jan Adkins

Unit # 3
Settling the Colonies in North America

STAGE 1
Desired Results

Essential Questions...

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- Immigrants leave their homeland due to political and economic problems and to seek religious freedom and economic opportunities.
- Colonization of the Americas had unintended and sometimes devastating consequences.
- When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.
- Europeans and American Indians often had different points of view.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- the characteristics of the relationship between Spanish settlers and the American Indians.
- that competition developed countries of Europe to settle in North America
- the impact of the encomienda system in the Spanish settlements
- the importance of the Spanish mission in the spread of Spanish settlements in North America.
- why and how the English started colonies in Virginia.
- the impact of geography and climate on the Virginia colonies.
- the sequence of events leading to a permanent settlement in Virginia.

- how representative government developed in Virginia.
- the religious and economic reasons that prompted Pilgrims and Puritians to settle in New England.
- the significance of the Mayflower Compact.
- the nature of the relationship between American Indians and English settlers in New England.
- the types of communities the Pilgrims and Puritians created, including the influence of religion on everyday life.
- Europeans competed for economic opportunities in North America
- characteristics of the relationships between American Indians and the French and American Indians and the Dutch.
- the major French and Dutch explorers that established colonies in North America
- how the colonization efforts of the English, French, and Dutch were similar and different.

Content Vocabulary:

- viceroy, encomienda, class system, missionary, ridig, convince
- royal charter, indentured servants, Anglican, cash crop, House of Burgesses, representative, finance, assesemble
- pilgrim, Mayflower Compact, Puritian, condition, responsible
- Northwest Passage, monopoly, royal province, eventually, relationship

Common Misconceptions:

Many people believe that a small number of conquistadors conquered vast territories, aided only by their fellow men, and helped out by diseases that struck and weakened their enemies. Rather, many of the conquistadors had help from local inhabitants who were unhappy with their rulers. For example, Hernán Cortés was able to defeat the Aztecs and conquer Mexico with the help of the people of Tlaxcala who lived in that area at the time. Recent archaeological excavations support the evidence that there was an alliance between the Spanish and the Indians that numbered in the hundreds of thousands.

The Myths of the Timucuan Indians- Because they were a strange and exotic group to the first French explorers, many myths evolved from the first meetings of the Timucuans and stories were passed from ship to ship back home to the people of Europe. 1) They were cannibals. They actually had a very diverse diet, and were skilled hunters and fisherman. 2) They were over seven feet tall. This could be explained by the known Timucuan hunting habit of wearing deerskin coverings and this may have made them appear taller to the average 5 foot 7 inch European at the time. 3) They were ancestors of the modern Seminoles. There is no connection between the Timucuans and the Seminole other than they both inhabited the same area in Florida at different times. 4) They drank a tea that made them vomit. This is not true, although they did perform rituals that involved vomiting.

Thanksgiving Myths- There are several misconceptions about our interpretation of Thanksgiving. For example, we typically eat turkey and pumpkin pie for Thanksgiving, but that is not what they ate at the first Thanksgiving feast. According to different primary sources, it is most likely that they feasted on deer, not turkey. There are accounts of Pilgrims “fowling,” or bird hunting, but there is no clear evidence that they hunted turkey. Also, while pumpkin may have been on the menu, it was not in the form of pie. Pilgrims typically boiled pumpkin and ate it plain. Also, there were no flour mills or cattle yet at Plymouth Plantation, and so there was no bread other than corn bread, and no beef, milk, or cheese. The menu of the Thanksgiving feast was much different than what we are used to today.

John Eliot and the Praying Indians John Eliot (c. 1604–1690) was a Puritan missionary. He played a major role in the movement by the Puritans to convert American Indians to Christianity by segregating them into Praying Towns. The biggest obstacle missionaries faced in converting the American Indians was the language barrier. Eliot studied the Algonquin language and translated scriptures and prayers to use in his sermons. His first attempts to preach were not successful, but his translations soon made a big difference. He then translated the Bible and published the translation in 1663. This was the first complete Bible printed in the Western Hemisphere. He also wrote a book called *The Christian Commonwealth: or, The Civil Policy of the Rising Kingdom of Jesus Christ*, considered the first book written by an American about politics. The book proposed a new form of government based on a system he used with the American Indians he converted. It was very controversial and the book was eventually banned.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project Based Learning: Live It! Write It!

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Spanish Colonies in North America
Lesson 2: The English Colonies in Virginia
Lesson 3: Pilgrims and Puritans in New England
Lesson 4: The French and Dutch in North America
Literacy Skills: Distinguishing Fact from Opinion
Critical Thinking Skills: Ask and Answer Questions
Primary Source: The Mayflower Compact
Citizenship: Tisquantum: A Bridge Between Peoples

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Live It! Write It!
TikaTok

Unit Specific Accommodations and Modifications

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing why people leave their homelands.

Special Needs: Direct students to study the painting. Ask: Are the people in the rowboat arriving or leaving? (They are leaving; you can tell by the position of the man rowing.) Ask students what they think the people on the pier are feeling in that moment. (Possible answers: sad, perhaps jealous.) Ask: If someone you loved went far away, how would you feel? Follow up with: Do you think the people on the pier could be excited for the people who are leaving? Have a discussion about the pros and cons of moving somewhere far away.

Below Level: Direct students to study the painting. Ask: Are the people in the rowboat arriving or leaving? (They are leaving; you can tell by the position of the man rowing.) Ask students to write two to three sentences about what they think the

people on the pier are feeling in that moment. Then have them share with the class and have a discussion about the pros and cons of moving somewhere far away.

Advanced: Ask students what reasons they think people would flee their homelands today. Have them search for information online and report back to the class why people leave their homelands today, and where they are seeking refuge.

Spanish Colonies in North America

Support for English Language Learners:

- Speaking: Discuss with students what a journal entry is. It can be a description of daily activities, a summary of a writer's thoughts, or a way to keep track of tasks while completing an assignment.
- Entering: Ask students to tell you or each other about an event that happened recently. Encourage students to add details to their telling of the events.
- Emerging: Pair students up. Ask students to think about what they did last Saturday. Ask them to tell their partner what they did. Then ask them to tell you what they did. Ask: How did your words change when your audience (your classmate and me) changed?
- Developing: Talk with students about the purpose of journal entries. Have students work in pairs to write about an activity that took place at school. Encourage students to include details in their journal entry to make it more interesting.
- Expanding: Have students think about Cortés's letter to King Charles V. Discuss how his purpose was to let the king know what he was doing in Mexico. Ask them to write two short journal entries: one telling their audience the story line of their favorite movie, and one persuading a friend to see that movie. Ask: How did your words change when your purpose for writing changed?
- Bridging: Have students pretend they are writing a journal entry for the assignment of cleaning up their room. Ask them to write one entry detailing what tasks they need to complete so that their room is clean. Then have them write a journal entry summarizing their thoughts about cleaning their room. Have them share their entries with a partner. Ask: How did your words change when your type of journal entry changed?

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the St. Augustine settlement.

- Special Needs: Ask students to identify the settlement of St. Augustine on a map in the chapter or a map or globe in the classroom. Have them trace the path the Spanish took to sail from Spain to Florida. Discuss where the Timucuan might have lived in Florida.
- Below Level: Pair students up. Have them list several ways that the geographical location helped the settlement of St. Augustine. Ask them to compare their lists with another pair to determine the strongest responses. Then have them share with the class.
- Advanced: Pair students up. Ask them to role-play a debate between a Spanish leader back in Spain and the governor of St. Augustine about

The English Colonies in Virginia

Support for English Language Learners:

- Reading: Encourage students to review the text in this lesson and identify details about the early colonies in America.
- Entering: Discuss with students the problems the second group of colonists had with their plans. Encourage students to find facts to support their ideas from the text.
- Emerging: The first and second colony in Roanoke had different plans and expectations. Help students find information in the text to compare and contrast the two groups.
- Developing: Have students work in small groups to compare and contrast the two colony groups in Roanoke. Suggest that students use a Venn diagram to share their results.
- Expanding: Ask students to write a short report explaining in their own words what happened to the Lost Colony of Roanoke. Assign small groups of four-to-five students, and have each student present his or her report to the small group.
- Bridging: Have students think about the decision John White had to make to leave Roanoke and return to England for more supplies. Ask students to imagine themselves as John White, and have them write a persuasive speech to the other colonists arguing why they needed to leave.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Virginia Company and the new colony of Jamestown.

- Special Needs:** Identify England and Jamestown on a world map or globe. Point out that people sailed from England to Jamestown to start a colony, which is like a city. Show the body of water these ships crossed, and talk about reasons why they left Europe to settle in the Americas.
- Below Level:** Identify England and Jamestown on a world map or globe. Point out that people gave money to the Virginia Company, which paid for ships to sail to Virginia. Explain that the settlers grew crops and made goods to ship back to England to sell. Help students create a diagram showing settlers growing crops and making goods, selling them in England, and giving money back to the investors.
- Advanced:** Ask students to write a script and then role-play a discussion between two friends about the advantages and disadvantages of investing money in the Virginia Company.

Pilgrims and Puritans in New England

Support for English Language Learners

- Reading:** Remind students that they need to read to find information and that they need to be able to apply what they read.
- Entering:** Read the section about the Mayflower Compact with students. Point to the classroom rules, and help students connect the class rules with the Mayflower Compact.
- Emerging:** Discuss the word compact. Have students look it up in the dictionary. Ask students to search for words in the lesson that help them understand what a compact is as it relates to the Mayflower Compact. Have them compare their answers with a partner.
- Developing:** Introduce the phrase Mayflower Compact. Review the definition in the Glossary. Discuss with students why they think the people on the Mayflower would have wanted to create rules to govern their community.
- Expanding:** Have students formulate a word web about the Mayflower Compact. Have them start with references from the text, and then instruct them to research online to add a few more examples. Have them share their word webs in small groups.
- Bridging:** Explain what a debate is and how it is a useful way to exchange information between two or more people or groups. Divide students into two groups, and ask one group to support the Mayflower Compact and the other to be against it. Engage students in a mock classroom debate asking them to use clues from the text to help their argument.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how the Pilgrims and American Indians worked together.

- Special Needs:** Point out England and Plymouth on a large map or globe. Show students a picture of the Mayflower and point out that the ship sailed across the Atlantic Ocean. Discuss why it landed at Cape Cod. Show pictures of the Pilgrims and the American Indians at the Thanksgiving feast. Ask: What does Thanksgiving mean to you?
- Below Level:** Ask students to identify the problems the Pilgrims faced during their first winter at Plymouth and how the American Indians helped them solve these problems. Have students enter this information on a Problem-Solution chart.
- Advanced:** Have students write letters from the point of view of a Pilgrim asking a contact back in England to send supplies to the colony. Ask students to identify who they are, whether it be an actual person like Governor Bradford, or from the point of view of an imaginary adult or child colonist. Then have students give their letter to a classmate, who will in turn write a response back.

The French and Dutch in North America

Support for English Language Learners:

- Writing:** Review the meaning of nouns and verbs with students.
- Entering:** Write several verbs that students are familiar with on the board. Explain that verbs are words used to describe an action, state, or occurrence. Ask students to name other verbs. Then read the section "The French Explore North America," and help them find all the verbs.

- Emerging:** Explain that verbs are words used to describe an action, state, or occurrence. In more basic terms, they are considered action words because they tell what the subject of the sentence is doing. Point out there is a lot of action in the section “The French Explore North America.” Ask students to circle in their text all the verbs in that section.
- Developing:** Review present and past tense verbs with students. Then find three or four verbs in the section “The French Explore North America.” Help students to determine if the verb is present or past tense, and then write the verb in the other tense. Ask students to work together to write sentences that use the verbs they found.
- Expanding:** Explain that verbs used to write historical texts such as this textbook are often in the past tense, meaning they show that the action happened in the past. Past tense can apply to an action that happened a long time ago, but also as frequent as a minute ago. Ask students to pick out eight to ten verbs from the section “The French Explore North America” and write them down on a T-chart. The first column is the past tense form of the verb. In the other column, ask them to rewrite it in the present tense. Point out that past tense is often noted by –d, or –ed at the end of the word.
- Bridging:** Ask students to pick out eight to ten verbs from the section “The French Explore North America,” and then ask them to use those same verbs in a short narrative describing an adventure, a trip, or some other activity that they participated in.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Dutch colonies in North America.

- Special Needs:** On a classroom map, work with students to trace Hudson’s voyage from the Netherlands to North America and then up the Hudson River. Use the map, “European Colonies, Mid-1600s,” to show the relationship between New Netherlands and Quebec in New France.
- Below Level:** Discuss the importance of the settlements of New Netherlands and New Amsterdam. Ask students to identify three good things about Hudson’s exploration. Ask them to share their answers with the class.
- Advanced:** Ask students to create a mobile, newspaper, or brochure about life in New Netherlands. Tell them to include information about types of commerce, the diversity of the settlers, and the effects on the American Indians. They will share their projects with the class. As a class, discuss the advantages and disadvantages from different perspectives of people living there.

Critical Thinking Skills: Ask and Answer Questions:

Support for English Language Learners:

- Reading:** Remind students that they need to be mindful readers and ask questions and think about what they read as they read.
- Entering:** Help students preview the first section of the next lesson. Help them write one or two questions they have about the content. Then read the section with students, and help them find answers to their questions.
- Emerging:** Have pairs of students preview a later chapter and ask them to write two or three questions they have about the content. Then help students read the content and find the answers to their questions.
- Developing:** Have students individually pick out a later chapter and ask them to create a writing log for reading a lesson in that chapter. They should practice the skill by writing their questions and answers down in the log, covering the three stages of reading. They should conclude their log with a sentence that explains the main idea of the lesson. Have them share their responses with the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the social studies skill: Ask and Answer Questions.

- Special Needs:** Select a short passage from the chapter. Before reading it aloud to the students, talk about how they can ask questions before they read: What do I already know? What might I learn? While reading the passage, stop occasionally to talk about questions they could ask at that time. After reading the passage, review the questions they asked before and during the reading. Were their questions answered? Do they have more questions that can be answered by going back to the reading?
- Below Level:** Using the passage in this lesson, have students work in pairs to create word webs for the three stages of reading. One web will show the questions they could ask before reading the passage, the second web will show questions

they could ask while reading the passage, and the third web will show questions they could ask after reading the passage.

Advanced: Ask students to create their own lesson plan for teaching this skill to students in their grade level. The lesson plan should include instruction as well as a handout for students. They should incorporate the passage in the lesson.

Primary Source: The Mayflower Compact:

Support for English Language Learners:

- Writing: Review with students the need to practice good grammar in their writing so that their reader is able to understand their message.
- Entering: Read the quote twice, once as it is written and then with the explanations. Discuss with students what they think the quote means. Go over any words students are unsure of.
- Emerging: Read the quote with students, and discuss what it means. Then ask students to summarize what they know about the Mayflower Compact. Encourage students to work in pairs to write a summary together.
- Developing: Write this statement on the board: "The Mayflower Compact was the first agreement of self-government created and enforced by colonists who settled in North America." Ask students to create a mini-dictionary by writing down each major word and writing the definition next to it.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Mayflower Compact.

- Special Needs: Show students a picture of the Mayflower and Pilgrims. Discuss that they decided before they got off the ship to make an agreement (or compact) that would set the rules for governing their new colony. Point out that these rules ensured rights for every person. Have students imagine they are a Pilgrim and ask how they would feel about signing the Mayflower Compact.
- Below Level: Have students write down the five vocabulary words and their definitions on a piece of paper. Then ask students to write new sentences with those vocabulary words.
- Advanced: Using the vocabulary definitions and the vocabulary support, ask students to rewrite the excerpt from the Mayflower Compact in their own words. Then have them pass their paper to a neighbor and ask the neighbor to read it. Direct the neighbor to agree or disagree with what is written. If the neighbor agrees, have that student sign his or her name below the text. If the neighbor disagrees, have that student write down his or her reason(s) for disagreeing.

Literacy Skills: Distinguish Fact From Opinion:

Support for English Language Learners:

- Speaking/Writing: Point out that we all try to persuade each other all the time, and our choice of words can determine how effective we are when talking.
- Entering: Tell students several statements, some that are facts and some that are opinions. Ask students to identify which statement is which and why. Then challenge students to work together to write one fact and one opinion.
- Emerging: Point out the words used to form an opinion in the highlighted paragraph in this section (it's too bad, probably, almost). Ask students to agree upon a topic (example: favorite place to go out to eat) as a group, and have them form three opinions on that topic. Then have them write down three opinion statements using those words.
- Developing: Point out the words used to form an opinion in the highlighted paragraph in this section (it's too bad, probably, almost). Ask students to write two sentences that are opinions and two sentences that are facts. It may be easier for students to choose a topic to write about.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when distinguishing fact from opinion.

- Special Needs: Tell students they are going to learn about facts (statements that can be proved true or false) and opinions (someone's feelings or beliefs that might change). Read off the following statements and ask students if they are

facts or opinions: Our school is the best one in the city. There are hundreds of different kinds of dogs. Carrots are the most popular vegetable. Discuss each one.

Below Level: Have students write the words Fact and Opinion and copy down the definitions onto a piece of paper. Ask them to then write three examples of each in regards to their favorite holiday. Then have them share their lists with the class. Have the class answer which from each students' list are facts and which are opinions.

Advanced: Ask students to take on the role of news reporter and write a news segment on a current event in the news. After they write their first draft, have them share it with a partner. Ask the partner to look for any opinions in the piece. Discuss the importance of news reports presenting solid facts. The final draft should contain only facts. Then have students read their news story to the class.

Citizenship: Tisquantum (1580–1622)- A Bridge Between Peoples

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reviewing European colonies in North America through Visual Review.

Special Needs: Walk students through both graphic organizers, discussing how timelines show a sequence, or order, of events, and charts help organize information more clearly. List off a settlement name and ask students to provide one piece of information about it.

Below Level: Ask students to work in pairs to study the two graphic organizers. Have them go through the list of settlements and ask their partner to describe the settlement in two to three sentences. Switch roles so that each partner is asked to describe the settlements.

Advanced: Ask students to select a settlement and write an article for a travel magazine that is featuring the current-day location of the settlement. The travel magazine wants to encourage people to come visit. Direct students to include the history of the location/settlement, but also correlate to what the location is currently like. Students can research online to find this information.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Language Arts

What is a treaty? A treaty is an agreement between two or more international entities or parties (either sovereign states or organizations) that makes them legally bound under international law. The word treaty has many synonyms, including convention, covenant, exchange of letters, pact, protocol, and, of course, (international) agreement. Another term that it can be compared to is contract. A contract is an agreement, either written or spoken, between two or more parties that is designed to be enforced by law. As with a contract, a treaty assigns obligations to each party, and if a party fails to live up to their obligations, they can be held liable for any damages or other consequences under the law. Ask: Can you give an example of a contract? How is that contract similar to a treaty?

Curriculum Connections: Science

With the arrival of Europeans in North America came viruses that the American Indians had never experienced before. Some references claim that these viruses—mainly smallpox, but also measles and the flu—killed an estimated 90% of the American Indians. While Europeans had little understanding of the diseases either, there were certain cultural and biological traits of American Indians that made them more likely to die from these diseases. The smallpox virus typically attacks skin cells, forming a rash. Many tribes were proud of their appearance and this rash caused many psychological issues, prompting suicides. American Indians also had a unique approach to illness and treatment, and would often treat using a shaman, or person who deals with spirits, and rituals rather than try to combat illnesses with medicine or known cures.

Curriculum Connections: Geography

The Hudson River flows primarily north to south through eastern New York for 315 miles. It begins in the Adirondack Mountains in the north and empties into the Atlantic Ocean between New York City and Jersey City, New Jersey. While it was named after Henry Hudson, he was not the first to see it. Giovanni da Verrazano observed it while on his exploration for France in 1524. The river serves as a boundary between the states of New York and New Jersey in the south and between counties in New York in the north.

Beyond the Classroom:

Visit a local historical society museum, or contact your local historical society and ask if a member would come to your class to talk about the history of the first people to settle in your area. Ask that the presentation focus on the reasons those settlers left their homeland to come to your area.

Take an electronic field trip back to the Plymouth Colony by visiting the Library of Congress Web site at www.loc.gov. In the search field at the top of the page, change the format to “Photos, Prints, Drawings” and search for the Plymouth Colony.

Curriculum Connections: History

Harvard University was established in 1636 by members of the Massachusetts Bay Colony. It was named after a young minister, John Harvard. He was the college’s first benefactor (a person who donates money or services to another person or cause). When he died, he left his library and half of his estate to the college. Harvard is considered the oldest higher education institution in the United States.

Additional Materials

- **Leveled Readers-** Assign books based on students’ reading abilities and needs.
Below level: *The Colonies of North America*
On level: *Europe’s Colonies in North America*
Advanced: *Europe in North America: A History of the Colonies*
- **Content Readers-** Use the content reader to enrich the content of this chapter.
The 10 Most Important Historic Sites in the United States
- **Suggested Reading**
Blood on the River by Elisa Carbone
The Mayflower and the Pilgrims’ New World by Nathaniel Philbrick
Roanoke: The Lost Colony — An Unsolved Mystery from History by Heidi Elisabet Yolen Stemple and Jane Yolen
1621: A New Look at Thanksgiving by Catherine O’Neill Grace and Margaret M. Bruchac

Unit # 4
Life in the Colonies

STAGE 1
Desired Results

Essential Questions...

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- Environment and location influenced where people live and what they do there.
- People adapt and modify the world around them to better suit their needs.
- Trade and technology promote economic growth.
- Varied systems of labor were factors in the prosperity of colonial America.
- As people and nations interact, they shape cultural and political institutions in new ways.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- the role of geography in the settling and development of the English colonies.
- how the patterns of life and work in the colonies differed from the patterns today.
- how slavery developed in the United States
- how conflicts between European settlers and American Indians broke out
- Great Britain became the greatest colonial power in North America

Learning Objectives:

- Compare and contrast the geography of the New England, Middle, and Southern Colonies.
- Analyze how the land and climate had an impact on the development of communities in the three colonial regions.
- Compare and contrast the resources and economies of the three colonial regions.
- Explain how protectionism and mercantilism affected the colonies and trade.
- Describe the triangular trade and provide examples of items imported and exported via the trade routes.
- Discuss the roles people of various classes, women, and children played in colonial America.
- Explain the influence of the Great Awakening.
- Summarize the advent of slavery in the American colonies.
- Describe the life of enslaved Africans.
- Discuss ways in which enslaved Africans resisted slavery.
- Explain the causes and effects of conflicts between
 - American Indians and European settlers.
 - Identify key groups and people involved in major conflicts
 - between American Indians and European settlers.
- Analyze the causes of the French and Indian War.
- Identify George Washington's role in the French and Indian War.
- Assess how the conflicts and alliances during the French and Indian War affected the British colonies.
- Describe the role played by American Indians in the French and Indian War and the events that followed.

Content Vocabulary:

- region, proprietor, diverse, interact, coordinate
- barter, export, import, raw material, mercantilism, triangular trade, classes, artisans, insert, display
- slavery, Middle Passage, uprising, inspect, investigate
- boundary, King Philip's War, pollute, unify
- ally, treaty, reflect, persuade

Common Misconceptions:

Pilgrims versus Puritans- Students may assume that the Pilgrims and Puritans, who came to North America to escape religious persecution, were proponents of religious liberty. Yet, they had very strict rules. They believed there was only one right way to practice faith. Moreover, the church leaders were the same as the community leaders. The principles of separation of church and state and First Amendment protections (of speech, assembly, religions) were not based on Puritan practices.

American Indians- Students often assume that the American Indians agreed about what they should do or how they should deal with the colonists. In fact, there was considerable dissent among nations or tribes and even within the same tribe. The changing alliances were in part due to the fact that different leaders felt differently about the best approach.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project Based Learning: You're Home!

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: New England, Middle, and Southern Colonies
Lesson 2: Daily Life in the Colonies
Lesson 3: Slavery in the Colonies
Lesson 4: Cooperation and Conflict
Lesson 5: The French and Indian War
Literacy Skills: Main Idea and Details
Map and Graph Skills: Read Circle Graphs
Primary Source: The Interesting Narrative of the Life of Olaudah Equiano
Citizenship: Benjamin Franklin (1706-1790) A Life of Service

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: You're Home!
TikaTok

Unit Specific Accommodations and Modifications

New England, Middle, and Southern Colonies

Support for English Language Learners:

Writing: Provide support to English learners as you introduce academic vocabulary. Begin by explaining that each of the academic vocabulary words is a verb.

Entering: Review the academic vocabulary with students. Help them find each word in the text and read the sentence. Discuss the past tense and present tense of each word. Ask students to use each word in a sentence.

Emerging: Point out that in the sentences the past tense is often made by adding -ed to the present tense. Then work with students to write new sentences in present tense.

Developing: Review with students the difference between present tense and past tense verbs. Point out that the academic vocabulary words are in the present tense. Then have students find each word in the text. What tense are these words? (past) Working in pairs, have students write sentences using the words in both tenses.

Expanding: Ask students whether the sentences in the examples use verbs in the past, present, or future tense (past). Have them work with a partner to rewrite the sentences using the words in present tense.

Bridging: Ask students what tense is used in the sentences (past). Have students work with a partner to write new sentences using the verbs in other tenses.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the dissent in the New England colonies.

- Special Needs:** Ask students whether they have ever had a disagreement with a rule at home. Perhaps they wanted to stay up past bedtime or wanted to snack before dinner. Ask: How did this make you feel? Do you think you might feel the same way if someone said you had to believe a certain thing? Explain that Williams, Hutchinson, and Hooker did not like being told what to do and what to believe.
- Below Level:** Have students work in pairs. Assign each pair Williams, Hutchinson, or Hooker. Ask students to find words that show why the assigned person had a disagreement with the Puritans and what happened to each of them. Then, have them share their responses with the rest of the class.
- Advanced:** Assign pairs to research Williams, Hutchinson, or Hooker. Suggest that they learn why the assigned person was in disagreement with the Puritan leaders and what happened as a result. Have partners report their findings to other pairs or the entire class.

Daily Life in the Colonies

Support for English Language Learners:

- Speaking:** Provide support to English learners as they engage in the Jumpstart Activity to identify pros and cons of each communication tool. Provide a picture for each of the tools to make sure that students know which is which.
- Entering:** Name each form of communication in the Jumpstart Activity, and match the words with the images. Discuss other tools people use such as writing letters or apps on a computer or cell phone. Then ask each student to name a pro or con for each tool. Record students' answers.
- Emerging:** Ask simple wh-or yes/no questions to engage English learners in the discussion, e.g., Do you use a cell phone? Does a cell phone help you communicate? When do you use e-mail?
- Developing:** Provide sentence frames to facilitate their role in the discussion: One good thing about cell phones/e-mailing/texting is _____. One problem with this tool is _____.
- Expanding:** Provide sentence frames to facilitate their role in the discussion: A cell phone/e-mailing/texting is good because _____, but it also _____.
- Bridging:** Have students suggest pros and cons for each tool in the Jumpstart Activity. Have students write a short paragraph for one tool that lists the pros and cons. Have students share their paragraph with each other.
- Speaking:** Provide support to English learners as they discuss imports and exports.
- Entering:** Make sure that English learners know the meaning of each of the words for products identified as imports and exports by providing pictures. Have students match the pictures to the nouns they describe.
- Emerging:** Review the meaning of each of the words for products identified as imports and exports. Provide images for each. Have students match the images to each import or export. Then, have them work together to put the pictures in two piles: one for imports and the other for exports.
- Developing:** Assign pairs of students each of the words describing imported and exported crops or products. Have them draw a picture to show what each means. Then have students work together to put the pictures in two piles: one for imports and the other for exports.
- Expanding:** Reinforce understanding of the meaning of each of the words describing imports and exports by having students identify a word they don't know. Have students draw a picture to illustrate the word. Then have students write import or export on the picture to show whether the colonists imported or exported the items.
- Bridging:** Display a set of images of the import and export products from this lesson. Ask students to identify each product and separate the products into two piles: one for imports and the other for exports. Then ask students to write a sentence for three images

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing imports and exports.

- Special Needs:** Review the definitions of import and export. Then, have students trace with their finger the colored arrows on the map to help them understand the goods and people imported and exported.
- Below Level:** Have students work in groups of four to create a children's book to explain import, export, mercantilism, and triangular trade. Suggest that each student take one of these terms to define and illustrate it, but encourage them to work together to provide support. When finished, have a book fair at which groups share their books.
- Advanced:** Have students write and present a speech or poem expressing the point of view of colonists about the English laws that limited colonial trade. Ask students to use at least three words from today's vocabulary in their speech or poem.

Slavery in the Colonies

Support for English Language Learners:

- Reading:** Remind students that they are reading to find information in the text.
- Entering:** Read either the section “Slavery in the Northern Colonies” or “Slavery in the Southern Colonies” with students. Work with students to highlight phrases or sentences that help them understand what slavery was like. Ask students to share what they have learned.
- Emerging:** Provide each pair with one paragraph from one of the sections: “Slavery in the Northern Colonies” or “Slavery in the Southern Colonies.” Ask the pairs to work together to identify and highlight phrases or sentences that answer the question What was slavery like?
- Developing:** Assign each pair one of the two sections: “Slavery in the Northern Colonies” or “Slavery in the Southern Colonies.” Ask the pairs to work together to identify and highlight phrases or sentences that answer the question What was slavery like? Then have each pair share their
- Expanding:** Assign each pair one of the two sections: “Slavery in the Northern Colonies” or “Slavery in the Southern Colonies.” Ask the pairs to work together to reread the section and take notes about what slavery was like in the assigned region. Then have each pair share responses.
- Bridging:** Assign each pair of students one of the two sections: “Slavery in the Northern Colonies” or “Slavery in the Southern Colonies.” Ask each student to read their section and take notes about what slavery was like. Then have students compare their notes and write a summary together.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reviewing the graph.

- Special Needs:** Show students that the taller bars mean that there is more of something. To illustrate, pour water in a glass. The higher the water in the glass goes, the more water there is. Explain that a bar graph works the same way.
- Below Level:** Have students work in pairs to find the estimated number illustrated by each of the bars and write this number over each.
- Advanced:** Have students review the bar graph and write a paragraph summarizing what they can tell from the information presented.

Cooperation and Conflict

Support for English Language Learners:

- Speaking:** Provide support as English language learners offer and support opinions in the Jumpstart Activity.
- Entering:** Help students pick a topic and then make notes about their arguments in support of their position. Provide sentence frames to help students state their opinions: I think _____. I agree/don't agree _____. Have students practice with another student.
- Emerging:** Provide the following sentence frames to encourage students to gain and/or hold the floor: I think _____. I agree/don't agree _____.
- Developing:** Talk to students about their arguments. Then provide sentence frames to help them start their comments: I think _____. I agree/don't agree with _____. Well, you could _____. Encourage students to practice their arguments with another student first so they are more confident.
- Expanding:** Provide the following sentence frames to encourage students to gain and/or hold the floor, provide counterarguments, and so on: I think _____. I agree with X, but think that _____.
- Bridging:** Provide the following sentence frames to encourage students to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on: That's an interesting idea. However, _____. I agree with X, but _____. In my experience, this is/is not true because _____.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the quote.

- Special Needs:** Read aloud the quote to students, using facial expressions and gestures to emphasize the feeling behind the words. Remind students that strangers are people a person doesn't know. Ask students to come up with words or phrases that show how this American Indian woman felt about her situation.

- Below Level:** Have students look through the quote and identify any words or phrases they don't understand. Then have them work with a partner to look up these words or figure out the phrases from context. Have them rewrite the quote in their own words.
- Advanced:** Have students write dialogue in which an American Indian expresses how he or she feels about the English colonists taking their land.

The French and Indian War:

Support for English Language Learners:

- Speaking:** Provide support to English language learners to better understand synonyms and analyze language choices.
- Entering:** Ask students to listen to these sentences: I had a good time at the movies. and I had a great time at the movies. Ask students what feelings the sentences convey. Explain that words that are close in meaning may have different effects on the audience. Ask students how they think the American colonists felt about the attacks by the French army. Encourage students to try out different words and discuss how it affects the meaning.
- Emerging:** Explain that words that are close in meaning may have different effects on the audience. Say: Both the French and British were angry. Furious is another word for angry, but it means "very angry." Have students use a thesaurus or dictionary to find another word for angry.
- Developing:** Explain that words that are close in meaning and figurative language have different effects on the audience. Write the following words on the board: furious, annoyed. Ask students to think about which expresses the strongest emotion. Then, have them choose the word that best describes how the two sides were feeling leading up to the war.
- Expanding:** Explain that words that are close in meaning and figurative language have different effects on the audience. Have students identify synonyms for angry and choose the one that best describes how the two armies felt.
- Bridging:** Review with students that words that are close in meaning and figurative language have different effects on the audience. Ask students to name pairs of words that are close but have a different meaning, such as: good, great; big, huge; happy, ecstatic; and small, tiny. Have students identify synonyms for angry, and have them write sentences that express how the two armies felt when they faced each other.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the conflict between the British and the French.

- Special Needs:** Explain that the lack of clear ownership of the Ohio River valley contributed to the conflict between the British and the French. Help students look for dates in the text to create a timeline of events.
- Below Level:** Have students create a sequence chart showing the events that led to the French and Indian War.
- Advanced:** Have students discuss who they think had the best claim to the Ohio River valley. Have them find details from the lesson to support their opinions. If desired, encourage students to look up additional information online.

Literacy Skills: Main Idea and Details

Support for English Language Learners:

- Reading:** Provide support for English language learners as they practice identifying main idea and details.
- Entering:** Review the meaning of main idea in a paragraph. Then read the highlighted paragraph in this section with students. Help students identify the main idea sentence, pointing it out if need be. Then review the supporting details with students.
- Emerging:** Review what a paragraph is. Review also the meaning of the words main and idea. Point out that the main idea is highlighted. Have students identify any unfamiliar words in the paragraph and work in small groups to clarify the meaning of each. Then work with students to use this information to clarify the meaning of each sentence.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to find the main idea and details.

- Special Needs:** Show students a picture, such as a portrait. Ask what the picture shows. Students should identify the main feature of the picture. Point out that this is the main idea of the picture. The other elements surrounding it are like supporting

details. Explain that paragraphs work in the same way. Say: The main idea is what the author is focusing on. The other sentences are supporting this main idea.

Below Level: Have students work in pairs. Instruct them to choose one of the paragraphs and work together to ask and answer the helping questions and complete the graphic organizer.

Advanced: Provide students with one or more paragraphs about Benjamin Franklin from a more challenging source. Have students complete the main idea and details graphic organizer. Have volunteers share their responses and explain how they determined the main idea.

Map and Graph Skills: Read Circle Graphs

Support for English Language Learners:

Reading: Write the words diversity, interpret, whole, section, and percentage. Explain to students that they are going to be exploring the meaning of these terms.

Entering: Work with students to ensure they understand the word diversity in this context. Explain that diversity in this case is being used to show the ethnicity of the colonists—or where they are from. Then review the other terms for this lesson.

Emerging: Review the meaning of each of these terms with students. Use gestures, total physical response, or images in your explanations. As you demonstrate, say: Stand up and move your whole body. Now, move just one section of your body, such as your right leg.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to read a circle graph.

Special Needs: Draw a circle and divide it into pieces, with one piece much larger than the others. Say: If this were a pie, which would be the largest piece? Use stickers of the same size. Have students put as many stickers on the chart as possible without covering the dividing lines. Point out that larger pieces contain more stickers than the smaller pieces. Equate the stickers to colonists to demonstrate the circle graph is just a way to compare the numbers of people in each ethnic group.

Below Level: Ask students to count the number of students in their class who are wearing sneakers, then sandals, and then shoes. (If students are all wearing one type of footwear, find another way for students to group students without focusing on ethnicity.) Tally results. Then, show students a circle graph. Ask which type of footwear would have the largest part and which would have the smallest. Work with them to draw the circle graph.

Advanced: Have students draw a circle graph that reflects something about the class, such as students' favorite sport or television show. Students should poll everyone, tally the results, and use them to create a circle graph. Have students use the circle graph to report their findings to their peers.

Primary Source: The Interesting Narrative of the Life of Olaudah Equiano

Support for English Language Learners:

Writing: Support students as they select words and phrases to use in their paragraphs describing the slave auction.

Entering: Read the highlighted text with students twice, one with the original words and a second time stopping to make sure students understand what is being said. Help students select details that they can use in their paragraphs on the slave auction. Have students work in pairs to write the paragraph.

Emerging: Provide a word bank for students to use in writing paragraphs about the slave auction. Draw from Equiano's text (e.g., noisy, terrified Africans). Then have students work in small groups to add to this list to describe their conclusions about the auction (e.g., unfair). Have students share their response orally before writing it.

Developing: Provide a word bank for students to use in writing about the slave auction. Help students add additional academic words to their word bank. Have students work in pairs to write their paragraphs about the slave auction.

Expanding: Have students work in small groups to create a list of academic and domain-specific words and phrases that they would use to describe the slave auction. Encourage them to use this list when writing their paragraphs.

Bridging: Have students share their responses orally with a partner before writing them down. Encourage partners to find words and phrases that will create precision and the desired connotations in their writing.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing slave narratives.

- Special Needs:** Remind students that a narrative is a type of story. Explain that a slave narrative is a special kind of story, written by an enslaved person about his or her own life. Ask: What kinds of information would you include if you were writing about your life?
- Below Level:** Remind students that a slave narrative is a special kind of story written by an enslaved person about his or her own life. Ask students what Equiano is writing about in this paragraph. (the slave auction) Ask them to discuss with a partner why Equiano probably wanted to write about this event. Then, have partners share their discussions with the rest of the class.
- Advanced:** Have students find other descriptions of slave auctions online. Then, have them differentiate between primary source materials and secondary source materials. Ask students to compare and contrast the descriptions. Focus the discussion on how primary sources and secondary sources differ in terms of the information presented and the tone of the descriptions.

Citizenship: Benjamin Franklin (1706–1790)- A Life of Service

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing influential colonists and American Indians of colonial America.

- Special Needs:** Provide a portrait image of each of the colonists as you discuss their contribution(s). Have students repeat the name of the person and their description in the chart.
- Below Level:** Provide students with index cards. Have them write the name of the person on one side and the description on the other. Work with them to sort people into various categories, such as “religious dissenters” or “American Indians.”
- Advanced:** Have students choose one of the people on the list to research. Each student should present his or her findings to the class.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Language Arts

Provide students with one of Phillis Wheatley’s poems, such as “On Being Brought from Africa to America.” Read aloud the poem and work with students to summarize it. Then, break students into small groups to discuss how the colonists would have felt reading the poem. Ask: Do you think the poem would have meant the same to people reading it during the colonial period? Why or why not? After groups have had 5–10 minutes to discuss these questions, bring them back together to share their responses.

Curriculum Connections: Music

Explain that enslaved Africans merged their cultures together to create a uniquely American form of music: the African spiritual. Say: Spirituals became an important part of African American culture. Spirituals mixed church music of European Americans with the music of Africa. Enslaved Africans sang spirituals as they worked on the plantations. They sang about their difficult conditions and their quest for freedom. Play a spiritual for students. Ask them to consider what they hear. Have them focus both on the words and the music. Lead a discussion of the mood of the spirituals and why the music was important to enslaved Africans.

Curriculum Connections: Science

Several of the inventions of Benjamin Franklin had a profound impact on the way we live. Electricity is one of these. Work with students to learn more about the experiment that Benjamin Franklin did to learn about electricity and the scientists who took these initial findings and developed electricity.

Beyond the Classroom:

Take students on a virtual tour of a New England farm at pbs.org/ktca/liberty/perspectives_daily.html. Students can learn interesting facts about daily life on a farm.

Invite a historian to speak to students about the life of children in colonial America. Ask the historian to show students games that children played in colonial days and/or the chores they had (such as churning butter).

Additional Materials

- Leveled Readers- Assign books based on students' reading abilities and needs.
Below level: Life in the American Colonies
On level: The Colonial People of the 1700s
Advanced: The Colonial Experience: Voices from the 1700s
- Content Readers- Use the content reader to enrich the content of this lesson.
Who's Who: Heroes and Rogues in Colonial Days
- Suggested Reading
Finding Providence: The Story of Roger Williams by Avi
Many Thousands Gone by Virginia Hamilton
To Be a Slave, edited by Julius Lester and Tom Feelings

Grade 5 Social Studies- Instructional Standards

New Jersey Student Learning Standards- Social Studies

SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action
SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations

Unit #1: The First Americans

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Unit #2: Age of Exploration

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European

	colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit #3: Settling the Colonies in North America

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

SOC.6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
	History, Culture, and Perspectives: Historical Sourcing and Evidence
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Unit #4: Life in the Colonies

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Unit #5: Active Citizenship

SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.K-2.D1.4.K-2	Make connections between supporting questions and compelling questions.
SOC.3-5.D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
SOC.3-5.D1.2.3-5	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
SOC.3-5.D1.4.3-5	Explain how supporting questions help answer compelling questions in an inquiry.
SOC.K-2.D1.3.K-2	Identify facts and concepts associated with a supporting question.

SOC.K-2.D1.5.K-2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
SOC.K-2.D1.2.K-2	Identify disciplinary ideas associated with a compelling question.
SOC.K-2.D1.1.K-2	Explain why the compelling question is important to the student.
SOC.3-5.D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
SOC.3-5.D1.3.3-5	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Dimension 2: Applying Disciplinary Concepts & Tools

Economics

SOC.3-5.D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
SOC.K-2.D2.Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
SOC.3-5.D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SOC.K-2.D2.Civ.5.K-2	Explain what governments are and some of their functions.
SOC.3-5.D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
SOC.K-2.D2.Civ.10.K-2	Compare their own point of view with others' perspectives.
SOC.3-5.D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.K-2.D2.Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
SOC.K-2.D2.Civ.13.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.4.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
SOC.3-5.D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
SOC.K-2.D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.
SOC.3-5.D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
SOC.K-2.D2.Civ.7.K-2	Apply civic virtues when participating in school settings.
SOC.K-2.D2.Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.3-5.D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
SOC.3-5.D2.Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
SOC.K-2.D2.Civ.1.K-2	Describe roles and responsibilities of people in authority.
SOC.K-2.D2.Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
SOC.K-2.D2.Civ.11.K-2	Explain how people can work together to make decisions in the classroom.

SOC.3-5.D2.Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
SOC.K-2.D2.Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
SOC.3-5.D2.Civ.13.3-5	Explain how policies are developed to address public problems.
SOC.3-5.D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
SOC.3-5.D2.Civ.2.3-5	Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
SOC.3-5.D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SOC.3-5.D2.Civ.14.3-5	Illustrate historical and contemporary means of changing society.

Civics

SOC.K-2.D2.Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
SOC.3-5.D2.Eco.1.3-5	Compare the benefits and costs of individual choices.
SOC.K-2.D2.Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
SOC.3-5.D2.Eco.5.3-5	Explain the role of money in making exchange easier.
SOC.K-2.D2.Eco.8.K-2	Begins in grades 3-5
SOC.3-5.D2.Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
SOC.3-5.D2.Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
SOC.3-5.D2.Eco.14.3-5	Explain how trade leads to increasing economic interdependence among nations.
SOC.3-5.D2.Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.
SOC.K-2.D2.Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
SOC.3-5.D2.Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.
SOC.3-5.D2.Eco.8.3-5	Identify examples of external benefits and costs.
SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.K-2.D2.Eco.13.K-2	Describe examples of capital goods and human capital.
SOC.K-2.D2.Eco.7.K-2	Describe examples of costs of production.
SOC.K-2.D2.Eco.1.K-2	Explain how scarcity necessitates decision making.
SOC.K-2.D2.Eco.5.K-2	Identify prices of products in a local market.
SOC.3-5.D2.Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
SOC.3-5.D2.Eco.9.3-5	Describe the role of other financial institutions in an economy.
SOC.K-2.D2.Eco.11.K-2	Begins in grades 3–5
SOC.3-5.D2.Eco.10.3-5	Explain what interest rates are.
SOC.K-2.D2.Eco.10.K-2	Explain why people save.

SOC.K-2.D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
SOC.3-5.D2.Eco.4.3-5	Explain why individuals and businesses specialize and trade.
SOC.K-2.D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
SOC.3-5.D2.Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.
SOC.K-2.D2.Eco.6.K-2	Explain how people earn income.
SOC.K-2.D2.Eco.9.K-2	Describe the role of banks in an economy.
SOC.3-5.D2.Eco.7.3-5	Explain how profits influence sellers in markets.
SOC.K-2.D2.Eco.12.K-2	Describe examples of the goods and services that governments provide.

Geography

SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.3-5.D2.Geo.12.3-5	Explain how natural and human-made catastrophic events in one place affect people living in other places.
SOC.K-2.D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
SOC.3-5.D2.Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
SOC.K-2.D2.Geo.11.K-2	Explain how the consumption of products connects people to distant places.
SOC.K-2.D2.Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.
SOC.K-2.D2.Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
SOC.K-2.D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.K-2.D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
SOC.3-5.D2.Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SOC.3-5.D2.Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
SOC.K-2.D2.Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
SOC.K-2.D2.Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
SOC.3-5.D2.Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
SOC.K-2.D2.Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
SOC.K-2.D2.Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.

SOC.K-2.D2.Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
SOC.K-2.D2.Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
SOC.3-5.D2.Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
SOC.3-5.D2.Geo.10.3-5	Explain why environmental characteristics vary among different world regions.
SOC.3-5.D2.Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

History

SOC.K-2.D2.His.5.K-2	Begins in grades 3–5
SOC.K-2.D2.His.8.K-2	Begins in grades 9–12
SOC.K-2.D2.His.4.K-2	Compare perspectives of people in the past to those of people in the present.
SOC.3-5.D2.His.17.3-5	Summarize the central claim in a secondary work of history.
SOC.3-5.D2.His.5.3-5	Explain connections among historical contexts and people’s perspectives at the time.
SOC.K-2.D2.His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
SOC.K-2.D2.His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
SOC.K-2.D2.His.1.K-2	Create a chronological sequence of multiple events.
SOC.3-5.D2.His.6.3-5	Describe how people’s perspectives shaped the historical sources they created.
SOC.K-2.D2.His.14.K-2	Generate possible reasons for an event or development in the past.
SOC.K-2.D2.His.9.K-2	Identify different kinds of historical sources.
SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SOC.K-2.D2.His.17.K-2	Begins in grades 3–5
SOC.K-2.D2.His.15.K-2	Begins in grades 6–8
SOC.3-5.D2.His.7.3-5	Begins in grades 9–12
SOC.3-5.D2.His.8.3-5	Begins in grades 9–12
SOC.3-5.D2.His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
SOC.3-5.D2.His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
SOC.K-2.D2.His.7.K-2	Begins in grades 9–12
SOC.K-2.D2.His.6.K-2	Compare different accounts of the same historical event.
SOC.3-5.D2.His.16.3-5	Use evidence to develop a claim about the past.
SOC.3-5.D2.His.2.3-5	Compare life in specific historical time periods to life today.
SOC.3-5.D2.His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
SOC.K-2.D2.His.2.K-2	Compare life in the past to life today.
SOC.K-2.D2.His.10.K-2	Explain how historical sources can be used to study the past.
SOC.K-2.D2.His.12.K-2	Generate questions about a particular historical source as it relates to a particular

	historical event or development.
SOC.K-2.D2.His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
SOC.3-5.D2.His.15.3-5	Begins in grades 6–8
SOC.K-2.D2.His.13.K-2	Begins at grade 3–5
SOC.3-5.D2.His.10.3-5	Compare information provided by different historical sources about the past.
SOC.3-5.D2.His.14.3-5	Explain probable causes and effects of events and developments.
SOC.3-5.D2.His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
SOC.3-5.D2.His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SOC.3-5.D2.His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.

Dimension 3: Evaluating Sources & Using Evidence

SOC.K-2.D3.2.K-2	Evaluate a source by distinguishing between fact and opinion.
SOC.3-5.D3.4.3-5	Use evidence to develop claims in response to compelling questions.
SOC.3-5.D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
SOC.3-5.D3.3.3-5	Identify evidence that draws information from multiple sources in response to compelling questions.
SOC.K-2.D3.4.K-2	Begins in grades 3–5
SOC.3-5.D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
SOC.K-2.D3.1.K-2	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
SOC.K-2.D3.3.K-2	Begins in grades 3–5

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.3-5.D4.7.3-5	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
SOC.3-5.D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
SOC.K-2.D4.3.K-2	Present a summary of an argument using print, oral, and digital technologies.
SOC.K-2.D4.8.K-2	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
SOC.3-5.D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
SOC.3-5.D4.4.3-5	Critique arguments.
SOC.K-2.D4.7.K-2	Identify ways to take action to help address local, regional, and global problems.

SOC.K-2.D4.2.K-2	Construct explanations using correct sequence and relevant information.
SOC.K-2.D4.4.K-2	Ask and answer questions about arguments.
SOC.K-2.D4.6.K-2	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
SOC.K-2.D4.1.K-2	Construct an argument with reasons.
SOC.K-2.D4.5.K-2	Ask and answer questions about explanations.
SOC.3-5.D4.3.3-5	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.3-5.D4.5.3-5	Critique explanations.
SOC.3-5.D4.6.3-5	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
SOC.3-5.D4.1.3-5	Construct arguments using claims and evidence from multiple sources.

New Jersey Student Learning Standards: Reading Companion Standards

LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

New Jersey Student Learning Standards: Writing Companion Standards

LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LA.W.5.10	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.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through

investigation of different perspectives of a topic.

New Jersey Student Learning Standards: 21st Century Life and Careers

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.2.5.CAP.9	Justify reasons to have insurance.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.
WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

TECH.9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-

	ESS3-1).
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.3-5.8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
CS.3-5.8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
CS.3-5.8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
CS.3-5.8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.NT.1	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
CS.3-5.8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
CS.3-5.8.2.5.NT.4	Identify how improvement in the understanding of materials science impacts technologies.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from

different views of the data.

CS.3-5.8.2.5.NT.3

Redesign an existing product for a different purpose in a collaborative team.

CS.3-5.8.2.5.ETW.1

Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

CS.3-5.8.2.5.ETW.2

Describe ways that various technologies are used to reduce improper use of resources.