

# Unit 1: Expanding Exchanges and Encounters - Grade 5

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Established Goals/Standards

---

|                       |  |
|-----------------------|--|
| 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.GeoHE.1     | Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.   |
| SOC.6.1.5.GeoHE.2     | Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).   |
| SOC.6.1.5.GeoHE.3     | Analyze the effects of catastrophic environmental and technological events on human settlements and migration.<br><br>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. |
| SOC.6.1.5.GeoGI.1     | Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.  |
| SOC.6.1.5.GeoGI.2     | Use historical maps to explain what led to the exploration of new water and land routes.   |
| SOC.6.1.5.GeoGI.3     | Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.   |
| SOC.6.1.5.GeoGI.4     | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.   |
| SOC.6.1.5.EconNE.4    | Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.  |
| SOC.6.1.5.HistoryCC.7 | Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.   |

## Essential Questions

---

- How did the geography influence the way of life for the Maya, Aztec, and Anasazi?
- How did the Maya, Aztec, and Anasazi create their empire?
- What happened to the Maya, Aztec, and Anasazi?

## Enduring Understanding

---

- Archeologists believe there are different reasons early civilizations came to an end.
- Civilizations created centralized systems of government and advanced societies.

- Early civilizations in the Western Hemisphere migrated and changed in response to the physical environment where they settled.

## **Content**

---

Students will be able to:

- explain what makes a culture a civilization
- analyze the role of farming in the development of a civilization
- analyze the effects that geography had on early civilizations
- evaluate the achievement of the Maya
- analyze the development of the Aztec empire
- evaluate the achievements of the Aztec civilization
- identify the early Native Americans of the Southeast and Southwest
- organize and interpret events on a time line

## **Resources**

---

- United States Adventures in Time and Place textbook and workbook
- Chapter 3 Flipchart
- Mayan Vacation Project