

Unit 2: The Beginning Colonies (Weeks 10-19)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

In this unit, students will focus on learning about human population, patterns, and movement by studying early European exploration of the Americas. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. It is important that students realize culture influences the locations and the types of interactions that occur. Central to this understanding is the basic concept that earth is a set of interconnected ecosystems of which humans are an influential part. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes and with that migration comes significant changes. This unit will also focus on the important role that economic motivations played in early European explorations.

Inherent in this is understanding that economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making. Another element of economic systems is the exchange of goods and services. During this unit of study, students will learn that exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade and that various markets exist to facilitate the exchange of goods and services.

ESSENTIAL QUESTIONS

- How do maps and other geographic representations help historians understand and communicate information?
- What are the three main European countries that explored during the Era of Exploration?
- How did settlement from each country differ from region to region?
- Why did the economy play an important role in the settling of North America?

STANDARDS

New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

6.1.5.CivicsHR.2:

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

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.

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

6.1.5.GeoGI.3:

Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4:

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconET.1:

Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.3:

Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1:

Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.5:

Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.HistoryCC.5:

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
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.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.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.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
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.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).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.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.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).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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.3-5.8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.

PRE-ASSESSMENTS

[Unit 2 Pre-Assessment](#) **Note: Please make a copy and label it with the appropriate school building**

INSTRUCTIONAL PLAN

MODULE 1

Part 1: Martin Luther King, Jr.

Teach on Martin Luther King, Jr. Day

LESSON 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	6.1.5 Civics HR.2 Dr. Martin Luther King, Jr., day. Learning Intention: I am learning about Dr. Martin Luther King, Jr.
Student Learning Strategies	Turn and talk. Working with partners. Active Listening.
Success Criteria	I can tell about how Dr. Martin Luther King, Jr. stood up for civil rights.
Formative Assessment (drives instructional decisions)	Discussion Question: What did Dr. Martin Luther King, Jr. do to try to gain civil rights for America?
Activities and Resources	Teach: <ul style="list-style-type: none">• Watch BrainPop video: BrainPop - Martin Luther King Jr.○ Students Turn and Talk to discuss the video.

- Discuss the unfairness of the rules and Dr. Martin Luther King, Jr.'s actions to create change.

Guided Practice

- Use the whiteboard to brainstorm unfair conditions and the change Dr. Martin Luther King, Jr., was seeking.

Independent Work:

- Complete the BrainPop [Challenge](#)

Wrap-up:

- What did Dr. Martin Luther King, Jr. do to try to gain civil rights for America? (complete wrap up as exit tickets, written response, small group discussion, etc)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other

students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?"

Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.5.CivicsHR.2

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

MODULE 2

Part 2: Spanish Exploration

LESSON 1

Student Learning Intentions (SLI)
WALT: (We are learning to...)

Lesson 1:
 The Conquistadors

Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.

Learning Intention: We are learning to identify incentives that influence decision-making.

Learning Intention: We are learning that Spanish explorers specialize and trade with Native Americans.

Learning Intentions: We are learning why individuals and societies trade, how trade functions, and the role of trade.

lesson 1

Student Learning Strategies

- Boxes & Bullets

- Graphic Organizers

	<ul style="list-style-type: none"> • Active Listening • Turn and Talk • Nonfiction Signposts • Working with partners
<p>Success Criteria</p>	<p>Success Criteria: I can identify features of the culture and environment that affect where people live.</p> <p>Success Criteria: I can identify one positive incentive and one negative that influence decision-making.</p> <p>Success Criteria: I can identify two reasons Spanish explorers specialized and traded with Native Americans.</p> <p>Success Criteria: I can identify two reasons the Spanish explorers traded and how trade played a role in the Age of Exploration.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Discussion Graphic Organizer</p>
<p>Activities and Resources</p>	<p>Lesson 1: The Conquistadors Teach:</p> <ul style="list-style-type: none"> • Create a KWL chart about exploration and its impact on the Americas. • Watch BrainPop video about the Conquistadors

- Turn and Talk to discuss the video.
- Why did the Conquistadors try to claim so much land for Spain?

Success Criteria: Why did Spain explore the Americas?

Guided Practice

- Show Spanish Exploration [Map](#) on the whiteboard. Ask students to share what they notice.
- Project [Current World Atlas Map](#) and ask students to compare/contrast the two maps.

Success Criteria: I can identify Spanish territories in the New World and Spanish explorers.

Independent Work:

- With a partner read the article: [Article: Myths](#) and discuss.
- After reading the article, complete the [Graphic Organizer](#).

Success Criteria: I can identify one positive and one negative incentive that influences decision-making.

Wrap-up: How did the Conquistadors impact the Native American Nation?

Success Criteria: I can identify two reasons

the Spanish explorers traded and how trade played a role in the Age of Exploration. (complete wrap-up as exit tickets, written response, small group discussion, etc)

Text Book Resources: Harcourt Social Studies Text, Grade 5, Cultures Meet, Unit 2

- Exploration and Technology, pg 110 - 119
- A Changing World pg 120 - 127
- Spanish Explorations pg 128 -137

Other Text Resources:

- Timeline: pg 96 & 97
- Map: Early Colonies in North America, pg 100 -101
- Article: American and Europeans Meet, pg 103

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to

students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract

between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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.EconET.1

Identify positive and negative incentives that influence the decisions people make.

SOC.6.1.5.EconEM.1

Explain why individuals and businesses specialize and trade.

SOC.6.1.5.EconEM.5

Explain why individuals and societies trade, how trade functions, and the role of trade.

LESSON 2

Lesson 2: Spanish Colonization

Student Learning Intentions (SLI) WALT:
(We are learning to...)

Lesson 2: Spanish Colonization

Learning Intention: We are learning that natural resources that cause conflict and cooperation

	<p>among peoples in a geographic area.</p> <p>Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
<p>Success Criteria</p>	<p>Success Criteria: I can list natural resources that cause conflict and cooperation among people in a geographic area.</p> <p>Success Criteria: I can identify features of the culture and environment that affect where people live.</p> <p>Independent Work: Write a brief statement explaining the three primary reasons that motivated Spain to colonize the Americas.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk Guided Practice</p>
<p>Activities and Resources</p>	<p>Lesson 2: Spanish Colonization</p> <p>Teach:</p> <ul style="list-style-type: none"> • Watch the Khan Academy video, "Spanish Colonization" (11 min) ○ Turn and Talk to discuss the video. ○ Discuss the social impact of Spanish

exploration

Success Criteria: I can list natural resources that cause conflict and cooperation among people in a geographic area.

Guided Practice

- Identify where the Spanish Conquistadors went and explain why.
- Read [Spanish Conquistadors and Colonial Empire](#) as a class
 - As a class, take notes on key concepts, including analyzing the map and Spanish Explorers
 - Optional additional activity: as a class, read the [lesson summary](#) article, which explains key concepts and vocabulary

Success Criteria: I can identify features of the culture and environment that affect where people live.

Independent Work: Write a brief statement explaining the three primary reasons that motivated Spain to colonize the Americas.

Wrap Up: (complete wrap-up as exit tickets, written response, small group discussion, etc)

Discuss one idea that surprised you from this lesson. Why?

Text Book Resources: Harcourt Social Studies Text, Grade 5, Cultures Meet, Unit 2 Building the First Colonies

- Lesson 1: The Spanish Colonies, pg 148 - 153

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Suggested Modifications

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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.GeoGI.4

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

LESSON 3

Lesson 3 - Impact of Spanish Colonization on Native Americans

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Lesson 3 - Impact of Spanish Colonization on Native Americans

Learning Intention: We are learning to examine the power struggle among European countries during the Era of Exploration.

Learning Intention: We are learning the impact of the power struggle on the people of America.

<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
<p>Success Criteria</p>	<p>Success Criteria: I can identify Spanish territories in the New World and Spanish explorers.</p> <p>Success Criteria: I can list two effects of Spanish colonization on native populations.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Guided Practice</p>
<p>Activities and Resources</p>	<p>Lesson 3: Impact of Spanish Colonization on Native Americans</p> <p>Teach:</p> <ul style="list-style-type: none"> • Watch BrainPoP video: Aztec Civilization ○ Turn and Talk to discuss the video. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Read Khan Academy article "Pueblo Uprising of 1680" together ○ As a class, take notes on key concepts, focusing on why the Pueblos started a revolt

Independent Work:

- Answer the questions at the bottom of the article.

Wrap Up: How did the Conquistadors impact the Pueblo Nation? (complete wrap-up as exit tickets written response, small group discussion, etc)

Text Book Resources: Harcourt Social Studies Text, Grade 5, Cultures Meet, Unit 2 Building the First Colonies

- The Spanish Colonies, pg 150- 151
- Biography: Bartolome' de Las Casas, pg 153

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Special Education Students:

Chunking: The teacher presents information in a way that

Suggested Modifications

makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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.HistoryCC.10

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

LESSON 4

Lesson 4: Comparing European and Native American Cultures (this may take multiple days)

Student Learning Intentions (SLI) WALT:

Lesson 4: Comparing European and Native American Cultures (this may take multiple days)

(We are learning to...)	Learning Intention: We are learning that Spanish explorers specialize and trade with Native Americans.
Student Learning Strategies	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
Success Criteria	Success Criteria: I can identify two reasons Spanish explorers specialized and traded with Native Americans.
Formative Assessment (drives instructional decisions)	Turn and Talk Guided Practice
Activities and Resources	<p>Lesson 4: Comparing European and Native American Cultures (this may take multiple days)</p> <p>Teach:</p> <ul style="list-style-type: none"> • Watch Khan Academy video about comparing European and Native American Cultures <p>Guided Practice:</p> <ul style="list-style-type: none"> • On the whiteboard or chart paper, co-create the comparison chart for student notes • Review key concepts of a primary source (what is it, why is it important, language differences, etc) • As a class, read the excerpt from the primary source regarding slavery.

- Discuss and explain the language and terms of the primary source
- Answer the question at the bottom of the excerpt

Success Criteria: I can identify two reasons Spanish explorers specialized and traded with Native Americans.

Independent Practice:

- Students independently write down three key ideas they learned from this primary source.
- How students share key ideas.

Wrap Up: (complete wrap-up as exit tickets, written response, small group discussion, etc)
What can we learn about a culture or event by reading a primary resource?

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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LESSON 1

Lesson 1: Introduction to English Colonies

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Standard 6.15.HistoryCC.5</p> <p>Learning Intention: We are learning to examine the power struggle among European countries during the Era of Exploration.</p> <p>We are learning the impact of the power struggle on the people of America.</p> <p>Standard 6.1.5.GeoSV.5 Learning Intention We are learning how to use maps that identify natural resources.</p>
Student Learning Strategies	<ul style="list-style-type: none">• Boxes & Bullets• Graphic Organizers• Active Listening• Turn and Talk• Nonfiction Signpost• Working with partners
Success Criteria	<p>Success Criteria: I can identify English territories in the New World and English explorers. I can list two effects of English colonization on native populations.</p> <p>Success Criteria: I can list natural resources that cause conflict and cooperation among peoples in a geographic area.</p>
Formative Assessment (drives instructional	Complete wrap up as exit tickets, written

decisions)

response, small group discussion, etc

Discussion Question:

What were the reasons the English settled in North America?

Activities and Resources

Teach:

- Watch BrainPop Video on [Building the Thirteen Colonies](#)
 - Discuss the video. What made the British want to colonize in America?

Guided Practice

- Watch the video and discuss: England Colonies in North America: [England Looks to the West](#).
- Study the map of the English Territory claimed vs. settled. Why did the English settle there? Why do you think they claimed the land? [English Colonies 17th Century America](#).

Independent Work:

Success Criteria: List natural resources that cause conflict and cooperation among peoples in the English territories.

Suggested Modifications

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Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Students at Risk of School Failure

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near

the front.

LESSON 2

Lesson 2: Lost Colony of Roanoke

Note: Multi Day Lesson

Student Learning Intentions (SLI) WALT: (We are learning to...)

Standard 6.15.HistoryCC.5

Learning Intention:

We are learning to examine the power struggle among European countries during the Era of Exploration.

Standard 6.1.5GeoGi.4

Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.

Standard 6.1.5GeoGi.4

Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.

Student Learning Strategies

- Boxes & Bullets
- Graphic Organizers
- Active Listening
- Turn and Talk
- Nonfiction Signpost
- Working with partners

Success Criteria

Success Criteria:

I can identify English territories in the New World and English explorers.

Success Criteria: I can identify features of the culture and environment that affect where people

live.

Success Criteria: I can identify features of the culture and environment that affect where people live.

Formative Assessment (drives instructional decisions)

Complete wrap up as exit tickets, written response, small group discussion, etc

Discussion Question:

Discuss the relationship of the colonists and the Native Americans at Roanoke.

Activities and Resources

Teach - Roanoke:

- Watch Khan Academy video on [Roanoke and background information](#)
 - Discuss the video. How did the Roanoke colony begin? What negative social experience influenced the decision making of Roanoke explorers and leaders? What was the impact of the power struggle between Spain and England on native americans?
 - Watch part 2 of the story of [Roanoke](#) by Khan Academy
 - Discuss the video.

Success Criteria

- Identify features of the culture and environment that affected where people lived.

Guided Practice:

- Co-create a chart or use the white board to record key ideas (summarizing)

Success Criteria:

- Identify two features of the local geography that impacted the way people lived and the decisions they made

Independent Practice:

- Write a brief newspaper article reporting on the mysterious disappearance of the Roanoke settlement. Write from the point of view of a new colonist arriving to find the settlement missing.

Wrap-up: Discuss the relationship of the colonists and the Native Americans at Roanoke.

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Suggested Modifications

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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LESSON 3

Lesson 3: Jamestown

Student Learning Intentions (SLI) WALT: (We are learning to...)

Standard 6.15.HistoryCC.5

Learning Intention:

We are learning to examine the power struggle among European countries during the Era of Exploration.

Standard 6.1.5 EconET.3

Learning Intention: We are learning how scarcity and choice influenced decisions made by the explorers and Great Britain.

Standard 6.1.5GeoGi.4

Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.

Student Learning Strategies

- Boxes & Bullets
- Graphic Organizers
- Active Listening
- Turn and Talk
- Nonfiction Signpost
- Working with partners

Success Criteria

Success Criteria:

I can identify English territories in the New World and English explorers.

Success Criteria:

I can list one decision made by an explorer that was influenced by scarcity or choice.

I can list one decision made by Great Britain that was influenced by scarcity or choice.

Success Criteria:

I can identify features of the culture and environment that affect where people live.

Formative Assessment (drives instructional decisions)

Complete wrap up as exit tickets, written response, small group discussion, etc

Discussion Question:

Identify English territories in the New World and English explorers.

Activities and Resources

Teach: Jamestown

- Watch Brainpop video [Jamestown: Part 1](#)
 - Discuss the video.

Success Criteria:

- List natural resources that cause conflict and cooperation among peoples in the Jamestown area.

Watch Brainpop video [Jamestown: Part 2](#)

- Discuss the Video

Guided Practice:

- Complete the concept map for each video

Independent Practice:

- Review Vocabulary practice for each video

Wrap-up: complete as exit ticket, small group discussion or partner share

Identify English territories in the New World and English explorers.

Text Book Resources: Harcourt Social Studies Text, Grade 5, Cultures Meet, Unit 2

Building the First Colonies

- **The Virginia Colony, pg 154 - 161**

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may

need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4

Lesson 4: Plymouth Colony & Mayflower Compact

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Standard 6.1.6.HistoryCC15

Learning Intention:

We are learning to analyze the Mayflower Compact as a historical document.

Standard 6.1.5GeoPP.2

Learning Intention: We are learning that landforms, climate, weather, and available resources impact where people live in the US.

Standard 6.1.5EconET.1

Learning Intention: We are learning to identify incentives that influence decision-making.

Student Learning Strategies

- Boxes & Bullets
 - Graphic Organizers
-

	<ul style="list-style-type: none"> • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
<p>Success Criteria</p>	<p>Success Criteria: I can explain two ways the Mayflower Compact played a role in the English colonies.</p> <p>Success Criteria: I can identify two features of the geographical landscape that impacted the way people lived.</p> <p>Success Criteria: I can identify one positive and negative incentive that influenced decision making.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Complete wrap-up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question:</p> <p>Explain two ways the Mayflower Compact played a role in the English colonies.</p>
<p>Activities and Resources</p>	<p>Teach:</p> <ul style="list-style-type: none"> • Watch Khan Academy video on Society & Religion in the New England Colonies (stop by 3:20) <p>Guided Practice:</p> <ul style="list-style-type: none"> • Identify where the Puritans first landed. • Read Puritan New England: Plymouth <p>○</p>

As a class, take notes on key concepts, including analyzing the map

- Discuss the main motivations for the Plymouth Colony

Success Criteria:

- Identify a decision made by English Explorers or Great Britain that was influenced by choice or scarcity.
- Read and analyze "[The Mayflower Compact](#)"
 - Use the [resources](#) provided by the district each year.

Independent Work:

- Use teacher discretion for independent work. This lesson might need more guided practice.

Wrap-Up:

Explain two ways the *Mayflower Compact* played a role in the English colonies.

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to

increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student

to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick

access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 5

Lesson 5: Impact on Native Americans

Student Learning Intentions (SLI) WALT: (We are learning to...)

Standard 6.15.HistoryCC.5

Learning Intention:

We are learning to examine the power struggle among European countries during the Era of Exploration.

We are learning the impact of the power struggle on the people of America.

Standard 6.1.5EconEM.1

Learning Intention: We are learning that British explorers specialize and trade with Native Americans.

Standard 6.1.5 EconEM.5

Learning Intentions: We are learning why individuals and societies trade, how trade functions, and the role of trade.

Student Learning Strategies

- Boxes & Bullets
- Graphic Organizers
- Active Listening
- Turn and Talk
- Nonfiction Signpost

	<ul style="list-style-type: none"> • Working with partners
<p>Success Criteria</p>	<p>Success Criteria:</p> <p>I can list two effects of English colonization on native populations.</p> <p>Success Criteria:</p> <p>I can identify two reasons British explorers specialized and traded with Native Americans.</p> <p>Success Criteria:</p> <p>I can identify two reasons the British explorers traded and the role it played in the Age of Exploration.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question:</p> <p>How did the English settlers impact the Native Americas? Discuss two ways they specialized and traded with the Native Americans.</p>
<p>Activities and Resources</p>	<p>Teach:</p> <ul style="list-style-type: none"> • Watch the video about the First Thanksgiving ○ Discuss the video. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Watch the Kahn Academy video Politics and Native Relations in the New England Colonies. <p>Success Criteria:</p>

- **: I can list two effects of English colonization on native populations.**

Independent Practice: Students take notes and answer questions at the end of the online lesson.
Wrap Up: How did the English settlers impact the Native Americas? Discuss two ways they specialized and traded with the Native Americans.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

Suggested Modifications

understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the

tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 4

Part 4

French and Dutch Colonies

LESSON 4.1

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Lesson 1

Standard 6.1.5EconET.1

Learning Intention: We are learning to identify incentives that influence decision making.

Standard 6.1.5 EconET.3

	<p>Learning Intention: We are learning how scarcity and choice influenced decisions made by the explorers and the French and Dutch..</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Notetaking • Compare and Contrast • Close Reading • Turn and Talk
<p>Success Criteria</p>	<p>I can identify one positive incentive that influences decision making.</p> <p>I can list one decision made by an explorer that was influenced by scarcity or choice.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question: Describe one decision made by the French and Dutch that was influenced by scarcity or choice.</p>
<p>Activities and Resources</p>	<p>Teach: Introduction</p> <ul style="list-style-type: none"> • Watch Khan Academy video about the French and Dutch colonies. This video focuses on the different colonization philosophies of the French and the Dutch compared to the English and the Spanish. <p>Success Criteria:</p> <ul style="list-style-type: none"> ○ Discuss one positive incentive that influenced decision making of the Native Americans. ○ Discuss one positive incentive that influenced decision making of the French and Dutch.

Guided Practice

- Co-create a chart that compares and contrasts the treatment of the Native Americans by the French and Dutch versus the treatment of the Native Americans by the English and Spanish.

Independent Work:

- Students will list (in their notebooks) specific results of the positive relationship that the French and Dutch had with the Native Americans.

Text Book Resources: Harcourt Social Studies Text, Grade 5, Cultures Meet, Unit 2 Building the First Colonies

- The French and the Dutch, pg 170 - 177

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of

important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

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Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself,

"How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.5.EconET.1

Identify positive and negative incentives that influence the decisions people make.

SOC.6.1.5.EconET.3

Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

LESSON 4.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 2 Standard 6.1.5EconEM.1 Learning Intention: We are learning that French and Dutch explorers specialize and trade with Native Americans. Standard 6.1.5 EconEM.5 Learning Intentions: We are learning why individuals and societies trade, how trade functions, and the role of trade.
Student Learning Strategies	<ul style="list-style-type: none">• Boxes & Bullets• Graphic Organizers• Active Listening• Turn and Talk• Nonfiction Signpost• Working with partners
Success Criteria	I can identify two reasons French and Dutch explorers specialized and traded with Native Americans. I can identify two reasons the French and Dutch explorers traded and the role it played in the Age of Exploration.
Formative Assessment (drives instructional decisions)	Complete wrap up as exit tickets, written response, small group discussion, etc). I can describe how resources and trade were important to the French and Dutch colonists?
Activities and Resources	Teach: French and Dutch Explorers Traded with the Native Americans. <ul style="list-style-type: none">• Read and discuss the Khan Academy article French and Dutch Exploration in the New World

Guided Practice

- Discuss the French and Dutch explorers and their relationship and trade with the Native Americans.

Success Criteria: I can identify French and Dutch territories in the New World and French and Dutch explorers.

Independent Work:

- Students will write in their notebooks to answer the question: How were resources and trade important to the French and Dutch colonists?

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Suggested Modifications

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.5.EconEM.1

Explain why individuals and businesses specialize and trade.

SOC.6.1.5.EconEM.5

Explain why individuals and societies trade, how trade functions, and the role of trade.

LESSON 4.3

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Lesson 3

Standard 6.1.5.GeoSV.5

Learning Intention

We are learning how to use maps that identify natural resources.

Standard 6.1.5.GeoGi.4

Learning Intention: We are learning that cultural and environmental characteristics affect the movement of people.

Student Learning Strategies	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
Success Criteria	<p>I can list natural resources that cause conflict and cooperation among peoples in a geographic area.</p> <p>I can identify features of the culture and environment that affect where people live.</p>
Formative Assessment (drives instructional decisions)	<p>Wrap Up:</p> <ul style="list-style-type: none"> • Share student summaries.
Activities and Resources	<p>Teach: Lesson Summary</p> <ul style="list-style-type: none"> • Read and discuss the Khan Academy article Lesson Summary: The French and Dutch Colonization. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Co-Create a chart <ul style="list-style-type: none"> ○ Highlight: key core themes, recording motivations, the establishment of settlements and interactions with Native Americans. <p>Success Criteria: I can list natural resources that cause conflict and cooperation among peoples in a geographic area.</p>

Independent Work:

- Students will summarize how the resources of the local geography influenced decision making of the Dutch and French.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Suggested Modifications

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired

knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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.GeoGI.4

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

LESSON 4.4

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Lesson 4
Standard 6.15.HistoryCC.5

Learning Intention:
We are learning to examine the power struggle among French and Dutch countries during the Era of Exploration.

Standard 6.1.5 GeoGI.3U

	<p>Learning Intention: We are learning to geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
<p>Success Criteria</p>	<p>We are learning the impact of the power struggle on the people of America.</p> <p>I can identify French and Dutch territories in the New World and French and Dutch explorers.</p> <p>I can list two effects of French and Dutch colonization on native populations.</p> <p>I can use maps to determine why people settled in different areas of the United States.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion: Using a map, I can identify Dutch territories in the New World and name one Dutch explorer.</p>
<p>Activities and Resources</p>	<p>Teach:</p> <ul style="list-style-type: none"> • Dutch Colonies • Watch BrainPop Video: Henry Hudson

Guided Practice

- Analyze primary source [Abacuck Prickett](#) and his written account of the mutiny.

- Students can work with a partner to answer the questions
 - Identify the ringleaders of the mutiny, according to Prickett.

 - What reasons do the mutineers cite for banishing Hudson?

 - How does Prickett justify his participation in the mutiny?

- Discuss why geography played a role in the mutiny
 - Success Criteria: I can use maps to determine why people settled in different areas of the United States

 - Independent Work:

- Read "[Way Back When](#)"
 - Write a summary with a partner that highlights the key points
 - Share with another group

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught.

Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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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.HistoryCC.5

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
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.5.3	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.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.