Grade 5 - Unit 3 - English Colonies

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **10**
Status: **Published**

Important Vocabulary

colony, colonists, region, Pilgrims, Puritans, Separatists, Mayflower Compact, immigrants, indentured servants, cash crop, self-government

Targeted Standards

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

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.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems

Rationale & Transfer Goals

During this unit, students will learn about the 13 English Colonies. They will begin by identifying the location of each colony along the eastern seaboard. Why the British settled in their region. They will know the characteristics of each region's geography, environment, culture, government, and trade. As a result, students will analyze the challenges and successes the colonists faced.

The culminating project of this unit will ask students to create a new colony on another planet using the lessons learned from the English Colonies. Students will support their analysis with evidence from multiple sources used throughout units 1-3.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- A nation's economy is influenced by its government, availability of resources, and technological progress.
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- There are a variety of factors to consider before starting a business.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- Why do people move?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- What makes a good place to settle?
- 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?

Content/Objectives

Content - What students will know

content vocabulary: colony, colonists, region, Pilgrims, Puritans, Separatists, Mayflower Compact, immigrants, indentured servants, cash crop, self-government, diverse, Quakers,

the location of the 13 colonies and their respective regions

reasons why the colonies were founded

geography affects how people live and how customs are made

there are advantages and disadvantages to starting a new colony

education was important to support religious beliefs

slavery existed throughout the colonies

Skills - What students will be able to do

- define new words and understand its importance to the unit
- identify the 13 colonies on a map
- analyze how geography affected the colonists way of living
- recognize the problems the colonists faced and how they worked to a solution
- determine the importance of rules
- describe the conflicts that resulted in the colonies and how they were resolved
- explain how education and religion were important to the colonists
- Describe characteristics of religious, economic,and social life of the various colonial regions
- compare/contrast how enslaved Africans and Native Americans were treated in the colonies

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Unit 2 Benchmark
- exit tickets
- Writing responses with supporting evidence
- making an appropriate text to text, text to self, or text to world connection
- Journal of a European Explorer
- “If You See Something, Say Something” Project

Activities/Strategies - How we teach content and skills

HMH Ed Your Friend in Learning online textbook

- Mag 9

Introduction to the 13 Colonies

Brainpop: Regions of the 13 Colonies (good intro & overview)

13 Colonies Map (completed as a class and referred to during lessons)

13 Colonies Intro Video

13 Colonies Game

Activity

Graphic Organizer to go w/Infographics

13 Colonies Matching names, regions, and industries.

Quizziz Game on 13 Colonies (and some southern facts)

13 Colonies Mnemonic Device

13 Colonies Flocabulary (video)

Southern Colonies:

Chapter 3, Section 1: Guided Reading Notes

Southern Colonies student slideshow - using red book

Colonial Regions and Jamestown Part 1 Pear Deck

Jamestown Part 2 Pear Deck (includes Brainpop video)

Infographic

New England Colonies:

Chapter 3, Section 2: Guided Reading Notes

Google Slide

Infographic

New England Colonies pear -Pilgrims, Mayflower, Squanto

New England Colonies Pear Deck - Puritans, Hutchinson

Brainpop video on first Thanksgiving

Cross section of Mayflower ship

New England Colonies Pear Deck - Jobs, Education, Founding

Southern Colonies:

Chapter 3, Section 3: Guided Reading Notes

Middle Colonies: Pennsylvania, Penn, & the Quakers

3 Colonial Regions Comparison Chart

Infographic

Revised Infographic that adds government

Lessons for the Project

Geography: Geography / Natural Resources Notes

Government: Types of Government Notes

Leadership: What Makes a Good Leader?

Newsela leveled articles

Primary sources

Readworks

Class Discussions

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Marginal Notes/“Chunking” a text and annotating a text
- Decoding and identifying the meaning of academic vocabulary
- Identifying key supporting details
- Constructing various types of writing
- Identifying and writing cause and effect relationships
- Compare and Contrast
- Main Idea and Supporting Details

Instructional Activity

- Identifying text features in nonfiction text/navigating through nonfiction text(4th grade ELA)
- Locating the central idea in a large section of text (4th grade ELA)
- Finding the meaning of unknown words (previous grades)
- finding and using supporting details to back up an answer (previous grades)
- Creating an introduction, body, closing with transitions that keep a reader's attention (previous grades)
- Geography (3rd/4th grade social studies)

Spiral Focus from Previous Unit

- Practice taking notes with texts that
- students have background knowledge.
- Think aloud and model how to find and use details to support an answer.
- Student exemplars; teacher model; critique examples as a class, group and/or individual
- PearDeck Lessons
- Brainpop Videos
- Quizlet, flocabulary, label maps, videos, interactive online games

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

- Unit required creativity when constructing various pieces of writing like diary entries, cause and effect paragraphs, and compare and contrast paragraphs.

9.4.5.CI.2: Investigate a persistent local or global issue and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

- Unit requires collaboration throughout the activities of this unit. Partner/group students randomly, by ability, by mixed ability, and student choice throughout the unit.

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.

- Students will communicate with their classmates throughout the unit especially to show evidence of their learning and understanding.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

- The culminating project assesses creativity, communication, collaboration, and critical thinking.

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

- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

- An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Trades during colonial times

Key Resources

HMH Ed Online Textbook

Brainpop (username: lindentree password: lions)

Blank maps of the world and the United States

CNN Student News

ISN - Interactive Student Notebook Rubric:

Graphic Organizers

ABC graphic organizer for brainstorming or summarizing
https://docs.google.com/document/d/1OntchjlixkHve1lYMVcD-ou6M4kRCjoWpwL9YJcw1Bo/edit

Compare and Contrast Graphic Organizer - Big H
https://docs.google.com/document/d/1xpUxaJySS4fG0CAX7Cj645AAtPezNQFlfKX4mLpbqi0/edit

Newsela

Readworks

Flocabulary

Get Epic

Interdisciplinary Connections - How does this content impact the following groups

ELA -

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Storytelling was a cultural element for African-Americans.

Science -

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Intersections of History

Black:

The roles of African Americans in colonial times (free and enslaved).

Hispanic:

Women:

The various roles of women in the colonial regions

Pocahontas

Anne Hutchinson

LGBTQ: