Unit 2a-Settling the Colonies in North America

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **Marking Period 2**
Length: **Chapter 3**
Status: **Published**

Essential Questions

- Why do people leave their homelands?

Big Ideas

- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities.
- Colonization of the Americas had unintended and sometimes devastating consequences.
- When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.
- Europeans and American Indians often had different points of view.

Cross-Curricular Integration

Integration Area: Science

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Activity:

Students will be able to discuss how the climate affected the colonies in different ways.

Mayflower Compact

Standards:

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United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).

Activity:

Students will develop an understanding of how this first experiment in self-government contributed to our present democratic procedures of governance by learning about the Mayflower Compact. Students will work in groups on assigned questions as they read through the Mayflower Compact and other bibliographies related to it. The questions cover who the separatists were, what their beliefs were, who the Puritans were, what their beliefs were, what the Mayflower compact was and how it is similar to our government today. Study of the Pilgrims is intended to develop an appreciation of the history of the period, including some ideas and questions still relevant today.

Social Justice

See Appendix C

Book 1: The Trees of the Dancing Goats by Patricia Polacco (Holidays)

Book 2: The Story of Kwanzaa by Donna L. Washington (Holidays)

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Democratic Principles

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

History, Culture, and Perspectives: Continuity and Change

6.1.5.HistoryCC.11 [M]: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12 [M]: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13 [M]: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

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

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).

History, Culture, and Perspectives: Claims and Argumentation

6.1.5.HistoryCA.1 [M]: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Geography, People, and the Environment: Global Interconnections

6.1.5.GeoGI.3 [M]: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

Geography, People, and the Environment: Human Population Patterns

6.1.5.GeoPP.3 [M]: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Geography, People, and the Environment: Spatial Views of the World

6.1.5.GeoSV.5 [M]: 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.

Focus Areas

- Analyze the relationship between Spanish settlers and American Indians
- Understand the effects of the competition between the European countries to settle in North America.
- Explain why and how the English started colonies in Virginia.
- Analyze the impact of geography and climate on the Virginia colonies.

Activities and Assessments

Graphic Organizers

Tests – multiple choice / open-ended

DBQ: The Mayflower Compact

Quest: Live it! Write it!

Curriculum Compacting

The Roanoke Colony and other strange disappearances