

5th Grade - TCI "Social Studies Alive - America's Past" Unit 2 - Colonial Times

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 2/Module Overview

Compelling Question:

How did geography affect the development of colonial America?

Storyline:

New Amsterdam was established where New York City now exists. Today, New York City is filled with skyscrapers that create canyons where there were once marshes. It is a critical economic and cultural center for the United States. When the Dutch set up New Amsterdam, it was selected in part because of its natural harbor and access to the Hudson River for the beaver trade. New Amsterdam flourished, whereas the colony of Roanoke failed. Was geography the most important element to the success of the colonies?

Learning Targets:

What challenges did the first English colonies face? **(Lesson 6)**

How were the three colonial regions alike and different? **(Lesson 7)**

What was the impact of slavery on Africans? **(Lesson 8)**

What were key parts of life for Southern colonists in the 1700s? **(Lesson 9)**

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Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>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.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>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).</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>

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- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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 Americans resulting in changes to conditions.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 6 - Early English Settlements - 5 days	<ul style="list-style-type: none"> See Above 	Obj. We are learning to: <ul style="list-style-type: none"> Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. Locate Native American and English settlements on a map of colonial southern New England. 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital

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		<ul style="list-style-type: none"> Develop and use specific criteria as individuals and in groups to assess works of art. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Exploring Colonialism Through Art (pg 123) Presentations (persuasive writing) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 6 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> colonist, democratic, Mayflower Compact, monarchy, representative government, settlement 	<p>format</p> <ul style="list-style-type: none"> All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
Lesson 7 - Comparing the Colonies - 9 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia. Explore historical events from multiple perspectives. Compare and contrast the New England, Middle, and Southern colonies. Draw conclusions from a map. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> 13 Colonies Map (pg 137) Hands-On Activity - Comparing the Early English Colonies (139, 148-149) Writing - Comparing New England, Middle, and Southern Colonies (pg 151-152) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 7 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> assembly, economy, grant, indentured servant, industry, plantation 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons.

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

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			<ul style="list-style-type: none"> The online platform has review games as well as vocabulary activities for every unit.
Lesson 8 - Slavery in the Americas - 9 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Describe life in West Africa in the 1500s and how the trade of enslaved people began. Identify the components of Triangular Trade. Analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Analyzing the Enslavement of Africans Writing - Explain the Triangular Trade's continued use (pg 168) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 8 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> auction, enslaver, Middle Passage, overseer, Triangular Trade 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
Lesson 9 - Life in Colonial Williamsburg - 9 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify important sites in colonial Williamsburg. Describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion. Compare and contrast life in colonial Williamsburg with life in the students' community. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Touring Colonial Williamsburg (pg 173) Writing - Write a letter describing life in colonial Williamsburg (pg 195-196) 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under

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		<p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 9 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • bill, capitol, craftsman, politics, royal colony, trade 	<p>the citizenship tab. These articles are great nonfiction texts for tech reading skills.</p> <ul style="list-style-type: none"> ○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)