

TCI Unit 2: Colonial Times

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **December**
Length: **Trimester 1**
Status: **Published**

Unit 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?

Priority Standards

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.

SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.

Essential Questions

How did geography affect the development of colonial America?

Learning Targets

What challenges faced the first English colonies?

How were the three colonial regions alike and different?

What was the impact of slavery on Africans?

What were key parts of life for Southern colonists in the 1700's?

Learning Plan (Skills and Activities)

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Learning Targets	Hands On Activities/Materials	Ways to Incorporate Reading and Writing Standards into this Unit ← (great opportunity for presentations - each group convince museum owner to buy their art piece)	
2. Colonial Times	6. Early English Settlements	5	5	What challenges faced the first English colonies?	Exploring Colonialism Through Art page 123	<ul style="list-style-type: none"> • SL.5.1 [discussions] • SL.5.4 [report on a topic] 	
				How were the three colonial regions alike and different?	Label 13 Colonies Map page 137 Comparing the Early English Colonies hands on activity page 139 (with graphic organizer on 148 - 149)	English Colonization Through Multiple Perspectives page 139 (mini books located online)	<ul style="list-style-type: none"> • RI.5.8 [Perspectives]
				What was the impact of slavery on Africans?	Preview Activity - Compare and Contrast paintings page 155 Analyzing the Enslavement of Africans page 157 Hands on Activity Stations page 165 - 167	Explain how Triangular Trade Route existed for so long page 168	<ul style="list-style-type: none"> • W.5.2 [Informational Writing]

9. Life in
Colonial Williamsburg 9

What were
key parts of
life for
Southern
colonists in
the 1700's?

Hands On Exhibits:
Touring Colonial
Williamsburg
*Suggestion: complete
exhibit stations at end of
unit. Page 173 (all
exhibit notes can be used
as grades)

Write a letter
describing Colonial
Williamsburg

Priority standards

6.1.5 History.CA.1

Craft an argument, supported with historical evidence, for how factors such as demographics (examples, race, gender, religion, economic status) affected social, economic, and political opportunities during the colonial era.

Materials & Resources

- 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.

Unit Assessments

1. Unit Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).
3. Each Unit includes an inquiry project that can be used as an assessment grade.
4. The Units' hand-on activities and writing extension activities can also be used as assessment grades
5. Exit tickets
6. Our curriculum comes with online games and vocabulary activities

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

21st Century Life and Career Ready Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.

Cross Curricular Connections

Comprehension and Collaboration: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Comprehension and Collaboration: CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

● Language Arts

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a subject area. (reading)
- Draw on information from print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (reading)

- **Social Justice / Social Emotional Learning**

- Recognize physical and cultural traits of their local area and of the United States.
- Communicate clearly and effectively.

Strategies for Intervention (At Risk, Special Education, 504, ELL)

- Chunk larger assignments into more manageable parts
- "Give One, Get One"
- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Allow students to work cooperatively
- Audio supports
- Extend pacing of lessons
- Group or Partner work with models
- Interactive notebooks
- Provide copy of class notes as needed
- Provide graphic organizers
- Provide study guides as needed
- Provide word bank for vocabulary assessments
- Reteach, reword assignments
- Small group instruction/Centers
- Use of Google Translate or dictionary in native language
- Utilize visual aids such as pictures, timelines, artifacts, etc

Strategies for Enrichment (G & T)

- Educational Games
- Level Up Challenges
- Peer Model
- Project Based Learning Assignments
- Small Group Instruction
- Use of A.I. platforms such as Chat GPT or Magic School to create boards
- Use of Canva to create digital media for projects

- Use of mini projects focused on topic at hand
- Use of multi-sensory activities