

GRADE 5

Essential Questions:

What makes the United States what it is today?

- When and how was the U.S. populated?
- How did Native Americans live prior to colonization?

What leads people to explore new frontiers and ultimately choose to settle in the new frontiers?

- What is the impact of exploration?
- What are the similarities and differences among the first settlements/colonies?
- What obstacles did colonists overcome and how did they survive in the new settlements?

What factors influence people to unite to make changes in society?

Unit 1 – Early Americans to Native Americans

Unit 2 – Early Explorers

Unit 3 – Colonial Times to Causes of Seven Year War

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>Era 1 Standard 1 Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</p>	<p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions</p>	<p>Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with native Americans' own beliefs concerning their origins in the Americas</p> <p>Identify and describe significant physical features that have influenced historical events (i.e., land)</p> <p>Identify time periods or dates in history (decades, century AD/BC) using correct words and abbreviations</p> <p>Identify different ways of dating historical narratives (1700's, 1600's colonial period)</p>	<p>Students /map early Americans' route from Asia to North America</p> <p>Simulate an archaeological dig in the classroom</p> <p>Share narratives describing native American beliefs</p> <p>Research a native American group, describe how the group uses natural resources and how people have changed over time - create map of their region</p>	<p>www.Americanjournal.org/hhttp://school.discovery.com/lessonplans/programs.</p> <p><u>Stores, Banes & Petroglyphs Digging into Southwest Archaeology</u> by Susan E. Goodman</p> <p><u>The Earliest Americans</u> by Helen Roney Sattler <u>Before the Indians</u> by Bjorn Kurten</p> <p><u>When Clay Sings</u> by Byrd Baylor</p> <p><u>Keepers of the Earth</u> by M. Caduto/J. Bruchac</p> <p>www.sfsocialstudies.com www.er.npa.gov www.cmnh.org</p> <p>US History maps</p> <p>Mark Twain media/Carson-Dellosa Pub.</p>	<p>Give a US map or have students map a US map - have them color the map according to regions</p> <p>Imagine that you are a member of an ancient tribe living in North America - write a short story explaining what your everyday life is like; include kinds of food, clothing, shelter, etc.</p> <p>Teacher made assessments</p> <p>Vocabulary tests</p>

GRADE 5

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>1A – The student understands the pattern of change in indigenous societies in the Americas up to the Columbian voyages</p> <p>1D – The student understands the differences and similarities among Europeans and native Americans who converged in the western hemisphere after 1492</p> <p>Era 1 Standard 2 How early European exploration and colonization resulted in cultural and ecological interactions among previously Unconnected peoples</p>	<p>Reconstruct patterns of historical succession and duration</p> <p>Compare and contrast different economic institutions</p> <p>Compare and contrast the influence of ideas</p> <p>Draw upon data in historical maps</p>	<p>Trace the spread of human societies and the rise of diverse cultures from hunters-gatherers to urban dwellers in the Americas</p> <p>Create and interpret timelines of historical events that show how the United States evolved and changed over time</p> <p>Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources</p> <p>Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature</p> <p>Trace routes taken by early explorers from the 15th through the 17th century around Africa, to the Americas and across the Pacific</p>	<p>Create visuals to show the change of hunters and gatherers to urban society</p> <p>Keep a journal of life as a hunter-gatherer and keep a journal of life as an urban dweller in America and compare the two</p> <p>Mini-Society</p> <p>Create center where students make a compass</p> <p>Research an explorer-why people wanted to explore, how did their travels change themselves and others - give speech, Powerpoint, etc.</p> <p>Mini book of reasons why</p>	<p><u>The Earliest Americans</u> by Helen Roney Salter</p> <p><u>Sold! The Origins of Money & Trade</u> by Lerner Staff</p> <p>Lewis & Clark http://www.nationalgeographic.com/features/97/west</p> <p><u>Exploration & Conquest</u> by Betsy & Giulio Maestro</p> <p><u>The Discoverers of America</u> by Harold Faber</p>	<p>Research how regions affected native American culture</p> <p>Models</p> <p>Food items of native American groups</p> <p>Students write short articles about the ending of the Ice Age – how conditions changed and what brought the end of the Ice Age</p>

GRADE 5

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>Standard 2A The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to the 17th centuries</p> <p>Standard 2B The student understands the Spanish and Portuguese conquest of the Americas</p> <p>Era 2 1585-1763 Why the Americas attracted Europeans, why they brought</p>	<p>Compare and contrast different sets of ideas</p> <p>Examine the influences of ideas</p>	<p>Compare English, French, and Dutch motives for exploration with those of the Spanish</p> <p>Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos</p>	<p>explorers explore - use mini-society to teach students about how trade represents opportunities to exchange ideas and information - graphic organizer of economic motivation for exploration: list countries, reasons for exploration and discovery</p> <p>Create parallel timelines of various country's explorers and as a class discuss and analyze</p> <p>Debate various explorer's country's claims including native Americans' right to control the Americas - (For example: Is it fair for Spanish explorers to take land, gold and enslave the native American people?)</p>		<p>Complete a parallel time line of explorers</p> <p>Research and write a short biography about an explorer-present information in power point, oral presentation, or written format</p>

GRADE 5

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean</p> <p>Standard 1A The student understands how diverse immigrants affect the formation of European colonies</p> <p>Standard 1B The student understands the European struggle for control of North America</p> <p>Standard 2 How political, religious, and social institutions emerged in the English colonies</p> <p>Standard 2A The student understands the roots of representative government and how political rights were defined</p>	<p>Analyze cause and effect relationships and multiple causation including the importance of the individual, the influence of ideas, and the role of chance</p> <p>Compare competing historical narratives</p> <p>Consider multiple perspectives</p> <p>Compare and contrast differing sets of ideas</p>	<p>Analyze the religious, political and economic motives of free immigrants and indentured servants from different parts of Europe who came to North America and the Caribbean</p> <p>Evaluate the opportunities for European immigrants, free and indentured in North America and the Caribbean and the difficulties they encountered</p> <p>Compare how English settlers interacted with native Americans in New England, mid-Atlantic, Chesapeake, and lower southern colonies</p> <p>Compare how early colonies were established and governed</p>	<p>Compare primary and secondary sources</p> <p>Town meetings as first Jamestown Colony - discuss qualities wanted in leader of settlement, rules needed to survive</p> <p>Create a chart to compare the multiple perspectives of English settlers' interactions with different native American groups</p> <p>Create pictorial timeline reflecting the settling of European colonies, divide</p>	<p><u>On The Mayflower</u> by Kate Waters <u>Adventures in Colonial America – Jamestown</u> by James E. Knight <u>The Witch of Blackbird Pond</u> by E.G. Speare Colonial America – teacher created materials <u>The Serpent Never Sleeps</u> by Scott O'Dell www.pbs.org/wnet/colonialhouse/teachers.html www.edtech.rennesaw.edu/web/coloniz.html www.coollessons.org/directions.htm www.eduplace.com/ss/act.meet.html www.education-world.com/a_lesson/less166.shtml www.apva.org</p> <p><u>Sarah Morton's Day</u> by Kate Waters <u>Samuel Eaton's Day</u> by Kate Waters</p>	<p>Vocabulary tests</p> <p>Teacher made tests</p> <p>Journal story about the life of a slave</p>

GRADE 5

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>Standard 2B The student understands religious diversity in the colonies and how ideas about religious freedom evolved</p> <p>Standard 2C The student understands social and cultural change in British America</p> <p>Standard 3 How the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas</p> <p>Standard 3B The student understands economic life and the development of labor systems in</p>	<p>Compare and contrast differing sets of ideas</p> <p>Consider multiple perspectives</p> <p>Compare and contract different sets of ideas</p>	<p>Explain how Puritanism shaped New England communities and how it changed during the 17th century</p> <p>Explain how and why family, community, and education differed in various regions of colonial North America</p> <p>Explain how environmental and human factors accounted for differences in the</p>	<p>time periods among group</p> <p>Take notes on colonial life and create journal as a person coming from England seeing the colony for the first time</p> <p>Create pamphlet or brochure advertising various colonies or accurately depict colonial life in a region - should be informative and persuasive</p> <p>Play songs from colonial period -discuss with students how songs relate to geography or economy of that region</p> <p>Create persuasive brochures on the different colonies</p>	<p><u>If You Lived in Colonial Times</u> by Ann McGovern</p> <p>Dear America Diary Book</p> <p>www.eagle.ca/matink/themes/pioneers/lessons.html</p> <p>www.history.org/</p> <p>www.thehomeschoolmom.com/colonialamerica.html</p> <p>www.ea.put.kiz.pa.us/htm/units/isdevon/dfermss/dssl.htm</p> <p>Theme series: Colonial America – Creative Teaching Press</p> <p>Read aloud plays: Colonial America Scholastic</p>	<p>Students create a colonial brochure - students research different colonies and try to persuade classmates (using a brochure and oral presentation) to travel to their colony</p> <p>Journal about colonial America - students “pretend” they are 18th Century journalists who spend a year in the new world - in their journal they record thoughts and impressions of places, people, and culture</p>

GRADE 5

Content Standards	Recommended Performance Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>the English colonies</p> <p>Standard 3C The student understands African life under slavery</p>	<p>Appreciates historical perspectives</p>	<p>economies that developed in the colonies of New England, mid-Atlantic, Chesapeake and lower south</p> <p>Investigate the forced relocation of Africans to the English colonies in North America and the Caribbean</p> <p>Explain the causes of the Seven Year War.</p>	<p>Define slavery; read primary and secondary sources of African slavery in the colonies and discuss</p> <p>Discuss causes of Seven Year War (French & Indian War)</p>	<p>History Pockets Colonial America Evan-Moor EMC 3709</p>	<p>History Pockets</p> <p>Team/partner developed skits reenacting slave capture, auction, relocation, etc.</p>

