Grade 5
Social Studies
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Time Frame:  Approximately two weeks

Unit Description

Students study the history of early peoples in the Americas.

Student Understandings

Students understand the origins, characteristics, and differences among American Indian cultures and ancient empires. Students understand components and processes in the formation of the Earth’s physical features.

Guiding Questions

1. Can students describe the economic activities of American Indian cultures prior to contact with Europeans?
2. Can students describe the origins, characteristics, and expansion of ancient American empires and complex societies in the Americas?

Unit 1 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)</td>
</tr>
</tbody>
</table>
Sample Activities

Activity 1: Barter and Money Exchanges (GLE: 18)

Introduce a simulation of a barter economy where students trade products without using money. (Students might bring items to trade in the simulation.) Allow time for bartering and debrief problems encountered. Simulate a market economy using play money and compare the outcome with bartering. Ask questions, such as the following:

- Which system provided a price for each item?
- Was it easier to trade using money?

Have students explain how money is the medium of exchange that is used in buying and selling goods in a market. Barter is the exchange of goods without the use of money. Classical cultures in the Americas used products as money in trading with other peoples within their empires. Ask students to identify products of value that could have been used as money in the various locations (e.g., pipes, beads, gold objects).

Provide a map of North America showing Native American trade routes at the time of exploration. Ask students to describe physical features that are associated with those trade routes (e.g., river valleys, mountain trails, animal trails). Using a road map of Mexico today, ask pairs of students to compare modern transportation routes with Aztec and Mayan trade routes. Ask students to explain how trade routes took advantage of physical features (e.g., plains, rivers) and draw a copy of their own map of routes.

Activity 2: Anthropology and Classical Cultures (GLE: 41)

Tell students that they are going to act as anthropologists in the study of three classical American cultures—the Aztecs, Maya, and Incas.

Create an experience where students can comprehend the work of anthropologists. Ask the class to make a list of items that they might find in the weekly garbage. Ask the class to explain how items in the garbage can help us describe how these modern people live. Relate this experience to the work of anthropologists as they dig gravesites and garbage dumps in the study of ancient peoples.

Guide discussion to create a list of questions (such as the following) we need to answer in a study of classical cultures in the Americas:

- What foods did the people eat? Did they raise crops? Hunt animals?
- How did they build homes? What materials did they use? Were they nomads living in temporary homes?
- Did they have a religion? What were some of their beliefs?
- What types of art, architecture, and crafts did they produce?
• How was the community organized? Who made the rules? How were leaders chosen?
• How did the environment influence building materials and foods?
• Describe the climate and physical features in which they lived.
• Indicate what you found to be their greatest accomplishment.

As experienced anthropologists now, divide the class into groups of three to analyze the cultures of the Maya, Aztec, and Incas by creating a “time traveler brochure” for each culture.

Instruct students to imagine that they are able to travel in time to these ancient cultures. (One student in each group will focus on Maya, one on Aztec, one on Inca and share and compare information as they create their brochures for, ideally, an eventual whole-class display or presentation.) Guiding questions for their reading and writing are the following:

• What foods did they eat? Did they raise crops? Did they hunt animals? Did they follow animal herds?
• How did they build homes? What materials did they use in building homes? Were they settled in communities, or were they nomads living in temporary homes?
• What types of art and crafts did they produce?
• Did they have a religion? What were some of their beliefs?
• How was the tribe organized? Who made the rules? How were leaders chosen?
• What type of recreation did they enjoy? What were the roles of women and children?
• Name what you believe to be their greatest accomplishment.
• How did they communicate? Did they have a written language?
• Describe the climate and physical features where they lived.
• How did the environment influence their choice of building materials and food?

In addition to their textbook, reliable Web sites for resource are as follows:

• http://home.freeuk.net/elloughton13/mexico.htm
• http://www.internet-at-work.com/hos_megrane/inca/eg_inca_menu1.html (This student site provides a comprehensive overview of the Incas.)
• http://www.att.virtualclassroom.org/vc98/vc_68/Mesoamerican/Inca
• http://tqjunior.thinkquest.org/5058/inca.htm
• http://www.nettlesworth.durham.sch.uk/time/alife.html (Aztec daily life)
• http://www.kstrom.net/isk/maya/maya.html (Comprehensive links-site connects to resources on Mayans)
• http://www.crystalinks.com/aztecs.html (Aztecs)
Each brochure should include

- a map illustrating the physical area controlled by that cultural group;
- a timeline showing the origin and ending dates of the culture;
- visuals (pictures of major buildings, clothing, religious attire);
- description of cities and temples; and
- illustrations of writing and scientific accomplishments (e.g., Aztec calendar).

Ask the teams to take questions and to engage in a discussion that allows them to create a chart to compare and contrast the classical cultures of the Aztecs, Maya, and Incas on a series of standards, including

- physical environments (climate and physical features)
- accomplishments (architecture)
- language (stelae, pictographs)
- leisure activities (lacrosse, ball courts)
- scientific knowledge (calendar, medicine)

Students can add to this chart in a guided class discussion.

Activity 3: Empires (GLE: 41)

Provide students with outline maps of North and South America, one outline map per ancient American empire. Then, have the students (as individuals, pair, or small groups) create a symbol and a color to represent each ancient culture. They should use the symbols to pinpoint on the map where each ancient American empire began, its origins, and use either crayon or markers to represent the expansion of that culture. Students should be able to explain, either orally or in writing, why they chose the symbol and color that they did and how each civilization expanded.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

- informal map
- essay
- notes/charts
- brochure
- presentation
Grade 5
Social Studies
Unit 2: Three Worlds Meet: The Americas, Western European and Western Africa (Beginnings to 1620)

**Time Frame:** Approximately three weeks

**Unit Description**

This unit focuses on the contact of early peoples in the Americas with Western Europeans and Africans and the resulting changes for all three worlds.

**Student Understandings**

Students understand that trade connected the Africans, Europeans, and Native Americans. Students learn to compare and contrast the results of the convergence of these three worlds.

**Guiding Questions**

1. Can students identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration?
2. Can students describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection?
3. Can students compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492?

**Unit 2 Grade-Level Expectations (GLEs)**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration (H-1B-M1)</td>
</tr>
<tr>
<td>28.</td>
<td>Describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection (H-1B-M1)</td>
</tr>
<tr>
<td>29.</td>
<td>Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)</td>
</tr>
</tbody>
</table>
Sample Activities

Activity 1: Stereotypes and Knowledge of Native Americans (GLE: 27)

Conduct a brainstorming session during which students list their impressions and knowledge of Native Americans today. List student comments on the chalkboard under two headings “My Impressions” and “What I Know”. Ask the following:

- Where do Native Americans live today? (Locate reservations on a U.S. map.)
- Do all Native Americans live on reservations?
- How do they make a living?
- What do you know about Native Americans living in Canada?

Create a web of questions and impressions. Repeat the process asking the class to list “My Impressions” and “What I Know” about Native American life when the first Europeans arrived in 1492. Ask the following:

- Where did Native Americans live? (Locate tribal locations on a U.S. map.)
- What activities did Native Americans perform?
- How did they make a living?

Discuss how/why the webs are different. Ask students to compare the location of reservations today with the lands occupied by Native Americans in 1492. Give an overview of the unit listing those things the students need to know and understand about Native Americans at the time of European exploration. Guide the discussion to create a list of questions that the class needs to answer in a study of tribal life, including

- What foods did they eat? Did they raise crops? Hunt animals?
- How did they build homes? What materials did they use? Were they nomads living in temporary homes?
- Did they have a religion? What were some of their beliefs?
- What types of art, architecture, and crafts did they produce?
- How was the community organized? Who made the rules? How were leaders chosen?
- How did the environment influence building materials and foods?
- Describe the climate and physical features in which they lived.

In addition to textual resources, the following are some reliable Internet resources for the students:

- [http://www.u.arizon.edu/ic/kamartin/School/index.htm](http://www.u.arizon.edu/ic/kamartin/School/index.htm) (This site contains information on tribes, history, stereotypes, and suggested classroom activities to provide an overview of Native Americans.)
• [http://www.hansville.org/NA resources/](http://www.hansville.org/NA resources/) (This is a huge link-site to Web resources for many Native American topics: art, culture, language, music, history, health, biographies, and more.)
• [http://www.turtle0tracks-for-kids.org/](http://www.turtle0tracks-for-kids.org/) (Native village)
• [http://tqujunior.thinkquest.org/4289](http://tqujunior.thinkquest.org/4289) (Here students will see and learn about the types of clothing, popular games, ceremonies, painting and more—a Web site by kids for kids.)
• [http://library.thinkquest.org/C001655](http://library.thinkquest.org/C001655) (Fantastic world of Native Americans—provides information on American Indians, the various tribes, their customs, their residences, the wars and much more.)

Assign the class to investigative teams to role-play and become one of the following Native American nations: Eastern Woodland, Southwest, Northwest, Great Plains, and Arctic tribes. Ask the teams to report to the class dressed in an approximation of that culture’s attire, if possible, and use visuals, electronic media, posters, and diagrams to explain who they are and what they did. The students should come prepared with a list of interview questions that they will ask, reporter-style, of the teams as they report to the class. The teams should answer “in character” and give as full an answer as possible for the other students to jot down notes in a “Q and A” format organizer on their own paper.

Activity 2: Europeans in 1492 and Comparative Lifestyles of Africans and Native Americans (GLEs: 28, 29)

Conduct brainstorming sessions asking students to list what they know and what they believe about Europeans in 1492. Organize the session to elicit information they know.

<table>
<thead>
<tr>
<th>Europeans in 1492</th>
<th>Description</th>
<th>Things We Need to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods and Need for Spices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Classes</td>
<td></td>
<td></td>
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<tr>
<td>Transportation</td>
<td></td>
<td></td>
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<tr>
<td>Making a Living</td>
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</tr>
</tbody>
</table>

Emphasize things that Europeans did not have (e.g., tomato, potato) that would be discovered in the New World. When the students have exhausted their pre-knowledge, provide essential information to illustrate:

- why Europeans found spices so desirable,
- why peasants in Europe were dependent upon nobles,
- why Europe needed to find a new route to the Far East,
- why Spain was willing to provide funds for Columbus, and
- how Northern and Southern Europe was divided by religion.
Provide a map of Europe (1492) and ask students to locate and identify countries that explored and settled in the New World. Ask the following:

- Why did explorers to the New World come primarily from countries fronting the Atlantic Ocean?
- Would those countries know more about sailing and navigation?

Have students role-play their choice of one of the following roles: Western European, West African, and Native American. Then have students discuss the following questions as they pertain to their chosen role, either in writing or orally before the class. The teacher should make sure that there is fairly even representation of roles in the class.

**Western Europeans (England, France, and Spain)**

- Why did they explore and settle in the New World?
- What did they hope to find in the New World?
- What new crops did they find in the New World?
- Why did they enslave West Africans and/or Native Americans?

**West Africans (Mali and Ghana)**

- Why did they come to the New World?
- What did they hope to find in the New World?
- How did new crops and land keep them in slavery?

**Native Americans (Aztec, Pueblo, Inuit)**

- How did their crops influence foods and trade in Europe?
- Why were West Africans enslaved more often than Native Americans?
- Why did Native Americans trade with Western Europeans?

Ask the groups to report their findings to the class. (The teacher should provide study guides for the rest of the class to follow along.) Post data from the chart—The Europeans in 1492. Ask the class to explain how each of the following influenced trade among the three groups:

- precious metals
- potato
- tomato
- cotton
- slaves
- naval supplies
- tobacco
- sugar cane
- manufactured goods
- disease
Present models illustrating the influence of the following on trade:

- triangular trade
- Navigation Acts
- mercantilism

Activity 3: Life in Three Cultures (GLE: 29)

Provide students with the following options for interactive, hands-on activities:

- Ask students to construct only the front page of a newspaper containing articles about life in West Africa and Western Europe in 1492. Individuals write articles describing clothing, homes, government, religion, and/or language in London, Paris, Madrid, Accra, and Conakry about 1492. Provide materials on life among the Songhai, Mali, and Ghana in West Africa and life in England, France, and Spain as a basis for their writing. Individuals should be assigned to do illustrations for the newspaper. They should then try to “sell” their paper to their classmates—“Extra! Extra! Read all about it!”
- Ask students to create a “prop box” of seven to ten items that represent West Africa, Western Europe, or North America in 1492. Each item should represent a facet of that culture, and students should be able to explain that item and facet.
- Have students simulate a discussion among a representative body of individuals from West Africa, North America, and Western Europe in 1492 in which they compare and contrast their ways of life.
- Have students “build an imaginary empire” selecting the best features they determined to exist from life in North America, West Africa, and Western Europe. One or more students can role-play and engage in oral story-telling as they tell the story of their imaginary empire and how it connects all over the Western world.

After these activities are completed and presented, ask students to write short essays or create graphic organizers comparing and contrasting life in West Africa, Western Europe, and North America in 1492. Encourage students to generalize about life in each region while comparing and contrasting

- how homes were built,
- how climates were similar and different,
- clothing,
- education and the use of language,
- how the regions were governed, and
- religion.

When the essays and/or graphic organizers are complete, the teacher should conduct a class review comparing life in West Africa, North America, and Western Europe in 1492. Ask students to discuss
• why the regions were involved in trade,
• why the regions were in conflict, and
• why the Europeans were dominant.

Hold an open-class session where individuals can volunteer to present their findings before the class.

**Sample Assessments**

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

• chart
• group research project and presentation
• class discussion
• essay
• group newspaper
• illustration
Grade 5
Social Studies
Unit 3: European Exploration and Colonization (Beginnings to 1620)

**Time Frame:** Approximately six weeks

**Unit Description**

This unit focuses on motivations for early exploration in the Americas and the impact of exploration through the use of geographic tools and information.

**Student Understandings**

Students understand reasons for exploration and settlement in the Americas. Students use geographic tools and information to explain exploration routes, cultural contact, and resulting consequences of colonization.

**Guiding Questions**

1. Can students describe the characteristics, functions, and applications of various types of maps and compare the use of different types of maps, including two different types of maps of the same area?
2. Can students interpret a map, using a map key or legend and symbols, distance scale, compass rose, and cardinal or intermediate directions?
3. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
4. Can students explain the reasons why Europeans chose to explore and colonize the world?
5. Can students use economic concepts such as supply and demand, scarcity, and interdependence to identify the economic motivations for European exploration and settlement in the Americas?
6. Can students identify different points of view about key events in early American history?
7. Can students explain that cultures change through cultural diffusion, invention, and innovation?
8. Can students describe major early explorations and explorers and their reasons for exploration?
9. Can students describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples?
10. Can students explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa?
Unit 3 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare the use of different types of maps, including two different types of maps of the same area (G-1A-M1)</td>
</tr>
<tr>
<td>3.</td>
<td>Interpret a map, using a map key or legend and symbols, distance scale, compass rose, and cardinal or intermediate directions (G-1A-M2)</td>
</tr>
<tr>
<td>5.</td>
<td>Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)</td>
</tr>
<tr>
<td>Physical and Human Systems</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)</td>
</tr>
<tr>
<td>11.</td>
<td>Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Identify different points of view about key events in early American history (H-1A-M2)</td>
</tr>
<tr>
<td>United States History</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Explain that cultures change through cultural diffusion, invention, and innovation (H1B-M2)</td>
</tr>
<tr>
<td>31.</td>
<td>Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)</td>
</tr>
<tr>
<td>32.</td>
<td>Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)</td>
</tr>
<tr>
<td>33.</td>
<td>Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)</td>
</tr>
</tbody>
</table>

Sample Activities

Activity 1: Exploration and Maps (GLEs: 1, 2, 3)

Introduce the idea of exploring the unknown universe. Ask students if they would be willing to take the risk involved in exploring space. Students make a list of arguments for and against the exploration of space. Ask: Why do people volunteer to fly in the space shuttle?
Then ask them to list arguments for and against exploration in the New World around 1500. How are modern space ships and sailing ships of the fourteenth and fifteenth century similar? Are the risks similar?

Compile several maps of North America (or locate them in student atlases) that illustrate

- the location of Native American Indians in 1492,
- physical features of North America,
- climates of North America,
- political map showing states and Indian reservations today, and
- population density map.

Form map laboratories where pairs of students can work with the maps to answer a series of questions, such as

- What is common on all maps (e.g., a scale, key, title)?
- What does a map scale tell us?
- What is a map key or legend?
- How does the map title help us know how the map might be used?
- Ask students to identify information presented on each map.
- Have them discuss why different maps present different information.

Ask students to compare maps to answer a series of questions, such as

- Why are Native Americans settled in places different from their place of origin?
- How do physical features influence settlement and population?
- What is the role of climate in determining where people settle?
- How did climate influence the way Native Americans lived in 1492?

Repeating the map laboratories, ask the working pairs to compare the maps of North America to illustrate how individually titled maps have different purposes. Ask the following question

- How might the maps be used together to describe detailed explanations of an area or a people?

Locate a place on a physical/climate map. Ask students to work as individuals using information from the map to describe absolute location (latitude/longitude), vegetation, physical features, daytime temperature, and annual rainfall. Repeat the exercise with new locations, calling on different students to explain their findings.

Using a large wall map of the community or a known area, instruct the class on the use of maps. Ask students to answer a series of questions eliciting understanding of the compass rose, map key or legend, map title, distance scale, and cardinal/intermediate directions. Mark some places (A=city, B=mountains, and C=large lake) on the map. Provide a chart to record their answers, such as the following:
### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the map title tell you about how the map might be used?</td>
<td></td>
</tr>
<tr>
<td>What is the distance between A and B? B and C? (use distance scale)</td>
<td></td>
</tr>
<tr>
<td>What direction must you travel to go from A to B? from C to B?</td>
<td></td>
</tr>
<tr>
<td>How did the map key help you identify places A, B, and C on the map?</td>
<td></td>
</tr>
<tr>
<td>What do A, B, and C represent on the map?</td>
<td></td>
</tr>
<tr>
<td>How does the compass rose help you determine the direction from one place to another?</td>
<td></td>
</tr>
</tbody>
</table>

Identify three well-known places in close proximity to your school. Ask students to draw individually a map showing these places in relation to the school. They may use a ruler in drawing the map. The finished map should include cardinal directions, key, and symbols. Have students work in pairs to share and interpret their maps.

### Activity 2: Mental Maps and Physical Geography and Exploration (GLEs: 5, 10)

Ask students to use blank paper to draw the route they would take to get from the school (or other recognizable place) to a prominent place in the community. They should indicate cardinal directions on the map. After drawing the route between two places, ask students to orally explain that route to someone else using cardinal and intermediate directions and approximate distances (e.g., steps, blocks).

Present a diagram of wind systems and ocean gyres in the north Atlantic hemisphere. Explain that the prevailing winds (westerlies and trades) push surface water in the ocean creating currents and discuss how that affects routes. Ask students to work in pairs to illustrate the wind and ocean currents (gyres) on a globe, using arrows cut from sticky strips. Ask students to imagine they are sailing from Bristol, England, to Virginia. Ask them to work in pairs to plan how they would make the trip. Then ask them to plan how they would return to England.

Assign a different European explorer to individual students. The students are to research the ocean route that the explorers followed in sailing to the New World. Ask them to plot the sailing routes on a map of the Atlantic Ocean with Western Europe and Eastern North America clearly presented. Each student is to explain as part of the plotted route how the explorers made use of the winds and gyres. Ask students to label the routes followed by their explorer on a classroom map, illustrating the importance of trade winds, the Gulf Stream, and westerly winds to explorers and sea traders. Mark the first settlements in North America on the map—Quebec, Jamestown, and St. Augustine. Ask students to explain why these settlements came to be located at the particular site.
Activity 3: Migrations and Motivations (GLEs: 11, 19)

Present the idea that people are “pulled” to move from one place to another while others are “pushed” out of one place to another. Ask students to make a list of people who have been pulled to move, followed by a list of people who have been pushed to move, such as

- pulled to move—retired people move to warm climates or students attend college of their choice, or
- pushed to move—workers lose jobs, cost of living is too high.

Based upon readings and other data, ask students to create a large classroom chart listing the push/pull factors that motivated explorers and early settlers to come to the New World, such as the following:

<table>
<thead>
<tr>
<th>Category of Motivation</th>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religious persecution (Puritans in New England)</td>
<td>Religious freedom (Quakers in Pennsylvania)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Convert Indians to Catholicism (Spanish colonies)</td>
</tr>
<tr>
<td>Economics</td>
<td>Primogeniture (no land inheritance for younger men)</td>
<td>Precious metals—increased as Spanish discovered gold</td>
</tr>
<tr>
<td></td>
<td>Unemployment—need for jobs and/or land</td>
<td>Find trade routes to the riches of the Far East</td>
</tr>
<tr>
<td>Political</td>
<td>Competition with other countries after Columbus discovered New World for Spain</td>
<td>Increase the land and power of the nation—nationalism</td>
</tr>
</tbody>
</table>

Provide a list of explorers. Have students complete the following chart listing reasons for the exploration:

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Motivations to Explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>Hudson</td>
<td></td>
</tr>
<tr>
<td>Ponce de Leon</td>
<td></td>
</tr>
</tbody>
</table>

Later add early settlements, requiring students to complete the chart with the motivations of settlers.
Ask students to create a concept wall where precise student-generated definitions of concepts can be posted, such as

- supply and demand
- scarcity, dependence, and interdependence

Ask students to think of these concepts and add to their wall as they review why explorers were willing to risk their lives to find new worlds. Ask students to report on things that were in short supply (e.g., land, precious metals, spices) and things that Europeans demanded (e.g., silks, spices) and add to the concept wall. Ask students to build simple models to illustrate interdependence (e.g., family members are dependent on one another for different things; thus, they are interdependent).

Activity 4: Examining Cultural Change (GLEs: 22, 30)

Ask students to compare their school life as a fifth grader with what they perceive as their parents’ and grandparents’ experience as fifth graders. Have them discuss what inventions and innovations might have changed school life (computers, Internet, television, CD) and discuss how a significant body of individuals from a different culture might influence a change in their classroom environment—for example, a body of students who came and only spoke another language. Have students make some conclusions about how change occurs in general through invention, innovation, and cultural diffusion.

Then select an important event during the Age of Explorers (e.g., Columbus discovers the New World or first African-American slaves arrive in the New World). Ask students to write a description of that event from the perspective of the Europeans, West Africans, and Native Americans.

Ask students to investigate and record cultural changes that occurred during exploration and settlement in the New World, such as

<table>
<thead>
<tr>
<th>Cultural Change</th>
<th>Why did change occur?</th>
<th>What were some long-term results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plantation system and slavery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco a money crop</td>
<td></td>
<td></td>
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<tr>
<td>Spread of Catholic Church in</td>
<td></td>
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</tr>
<tr>
<td>Spanish colonies</td>
<td></td>
<td></td>
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<tr>
<td>Cultivation of the potato in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disease killed Native Americans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Explorers and Their Travels (GLEs: 31, 32, 33)

Ask students to research one European explorer to identify the following:

- the country of origin and/or sponsorship
- the route(s) taken to explore the New World
- important discoveries
- reasons for exploring

Ask students to prepare a brief biography of the explorer to be shared with the class. The biographies can be published as a class book on the Age of Exploration.

Provide descriptions of Spanish invasions in Mexico and Peru. Give students maps of Mexico and Peru, and ask them to locate the invasion routes of Cortes and Pizarro. Ask students to anticipate (predict) what happened following the invasions. Provide students with a description of social classes in New Spain and life on haciendas. Guide a discussion where students compare and contrast the hacienda system and social classes in New Spain with plantations and slavery in English America.

Ask students to write or orally describe how European explorers’ contact with West Africans and New World Indians influenced all cultures involved. Provide a guide (cues) for the essay or oral discussion by asking the following questions:

- Why were European diseases a problem for native cultures?
- Why was slavery important to Europeans?
- How did colonization and exploration lead to dietary changes?
- Why was religious life changed in the New World?
- What were the ecological problems caused by the interaction?
- What were major changes in European and West African life and culture?

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

- map labs
- chart
- create a map
- plot a route
- concept wall
- oral presentation or formal essay
Grade 5
Social Studies
Unit 4: Native American, Early European, and African Interaction (1565-1763)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on the interaction of Native Americans, early Europeans, and Africans and how geographic information can be used to explain life in early America.

Student Understandings

Students understand that cultural diffusion led to change, cooperation, and conflict within and between Native Americans, early Europeans, and Africans. Students understand that geographic information can be used to analyze, explain, and interpret life in early America. Students learn to address issues and problems generated by the importation of Africans to colonial America.

Guiding Questions

1. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
2. Can students describe the impact of human action on the physical environment of early America?
3. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
4. Can students identify historical issues or problems in early America and explain how they were addressed?
5. Can students describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century?
6. Can students explain the societal impact of the immersion of Africans in the Americas?
7. Can students identify instances of both cooperation and conflict between Indians and European settlers?
### Unit 4 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Describe the impact of human action on the physical environment of early America (G-1D-M1)</td>
</tr>
<tr>
<td>15.</td>
<td>Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)</td>
</tr>
<tr>
<td>26.</td>
<td>Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)</td>
</tr>
<tr>
<td><strong>United States History</strong></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)</td>
</tr>
<tr>
<td>35.</td>
<td>Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)</td>
</tr>
<tr>
<td>36.</td>
<td>Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)</td>
</tr>
</tbody>
</table>

### Sample Activities

**Activity 1: Native American and European Interaction (GLEs: 14, 15, 26)**

Give the students the option of choosing one of the following interactive activities:

- Ask students to role-play a scenario showing how frontier settlers adapted to their environment by the way they dressed, hunted for food, and built homes of timber. Then have them role-play a scenario showing how the natives adapted to their environment by the way they dressed, hunted for food, and built homes.
- Ask students, in pairs, to write a dialogue and discuss both a European settler’s perspective and that of a Native American on changes. Cue the class to think about the building of homes, crops, products, trade, and language.
- Ask students to work in groups to create a children’s book about frontier settlers and the Iroquois based upon what they have learned, with an accessible story line and illustrations to explain what they have learned in an engaging way to a younger learner.
• Have students create a prop box of seven to ten items important to a Native American and another one that is important to a settler and be able to explain the items in that box orally or in writing.
• Have students write a song and perhaps even select music that seems appropriate for explaining some aspect of the Native American and/or early settler’s experience. Have them share the song with the class.

In addition to their textbook and other textual research, the following Web sites may prove valuable in the exploration of these topics:

• http://www.pbs.org/wgbh/aia/part4/4p2959 (Indian removal, Cherokee Trail of Tears)
• http://members.tripod.com/ (on this date in North American Indian History)
• http://www.nativeweb.org/ (information from and about indigenous nations, peoples, and organizations around the world)
• http://www.americanwest.com/ (true and accurate information about Native American history, organizations, people, and culture)
• http://www cmp.ucr.edu/site/exhibitions/indian/North_American_Indians.html (original photographs of Native Americans and their ceremonies, dwellings, and lifestyles in this historical stereograph collection)

Web sites for teachers

• http://www.42expolre2.com/native.htm
• http://www.yale.edu/ynhti/curriculum/units/1998/3/98.03.08.x.html (provides some understanding of Native American cultures and their history, especially their environmental adaptations)
• http://www.education-world.com/a_lesson/lesson038.shtml (Activities and the Internet sites are provided to help teachers present a balanced portrayal of Native Americans today, including their history, their culture, and their issues.)
• http://205.146.39.13/success/lessons/Lesson9/Pssse3_L.HTM (online lesson from primary grades on Native Americans)

Introduce the idea that European settlers (English, Spanish, and French) brought their way of life to the New World and have students list some of these influences (e.g., religion, social class, foods).

Have students explain how African-Americans, torn from their families and communities in western Africa, brought memories of their culture to be passed on by oral tradition.

Ask students to brainstorm how cultural change came about in the New World.

Ask students to describe the impact of one or more of the following actions in colonial America on the physical environment:
• felling trees to build ships
• growing tobacco and soil erosion in the Piedmont
• cutting forests for farms and plantations and shipbuilding
• building permanent towns on rivers
• raising crops for profit/building plantations
• raising domestic livestock

Have students create a comparison chart contrasting European settlers’ use of the land with that of the Native Americans (e.g., hunting and gathering, simple planting for food, tribal communities that were less permanent, and dependence upon animal life and soils).

The physical environment in the southern colonies was very different from that of the northern colonies (e.g., temperature, rainfall, coastal plain, soils). Ask half of the students to use a variety of resources to conduct research on the life of the Cherokee Indians and compare it with that of southern planters and farmers. Ask the other half of the students to use a variety of resources to conduct research on the lifestyles of the Algonquin Indians and New England settlers. The comparison must include land use, homes, settlements, foods, and trade routes. Class discussion, ideally somewhat student-led, should include the following: Which cultural groups adapted to the environment? Which cultural group was most likely to alter the environment?

Activity 2: Regional Differences (GLEs: 7, 25)

Divide the class into three cooperative learning groups representing one of the three geographic regions of colonial America (i.e., southern colonies, northern colonies, and middle colonies). Provide the groups with guiding questions for their research, such as

• What were the names of colonies in the region, and when were they founded?
• Who were important leaders in the colony and region?
• Why were these colonies settled? (How did the location and physical features make this an appealing place to settle?)
• What was the importance of religious life in each colony?
• What was the basis for trade, farming, and business in the region?
• How were the colonies governed?
• Who could vote?
• What were the roles of the following people in the region: large landowners, farmers, artisans, women, and slaves?
• What was the impact of English settlements on Native Americans in the region?

Ask each group to make a presentation to the class using visuals, maps, and models to describe its region and its development. Ask students to create a travel guide for a new colonist, in groups, guiding a new colonist through a comparison of each of the areas he or she could choose to settle.
After students have presented on regional characteristics, have them identify historical issues or problems that occurred in Colonial America and call on each committee to explain how these issues or problems affected their region and how they were resolved. The list might include:

- Navigation Acts
- Mercantilism
- French and Indian Wars
- Salem witch trials (or forms of religious persecution)

**Activity 3: Slavery and the Colonies (GLEs: 34, 35)**

Ask students to describe the impact of the slave trade and slavery. Emphasize the growth of slavery in the southern colonies in the eighteenth century and triangular trade in the northern colonies. Assign small student committees to report to the class using the following questions as guides:

- How did slavery influence life?
- How did treatment of African slaves differ from treatment of Native Americans?
- Why did the importation of slaves increase throughout the colonial period?
- How did the colonists justify slavery?
- Why did some colonists oppose slavery?

A Web site that offers information that can help with this report is as follows: [http://www.pbs.org/wgbh/aia](http://www.pbs.org/wgbh/aia), Africans in America. Part One, 1450–1750, examines how Europeans came to Western Africa and the resulting slave trade and growth of slavery in North America. Links within this site provide further information and exploration, as well as resources for students and teacher guides.

Based upon their committee reports, students individually describe (orally or in writing) the impact of slavery upon colonial life. Their descriptions must include:

- how the institution of slavery created social classes,
- how the skills of African slaves were important in plantation life, and
- how religion influenced African slaves and the institution of slavery.

**Activity 4: Colonists and Native American Cooperation (GLE: 36)**

Introduce the new U.S. nickel that commemorates a history of cooperation between the United States and Native Americans. Ask students to test the hypothesis that this cooperation really existed. Create a comparative chart where students record examples of cooperation and conflict between colonists and Native Americans, such as...
Examples of Colonist Cooperation with Native Americans
Ex. Squanto saves colonists.

Examples of Native American Cooperation with Colonists

Examples of Colonist Conflict with Native Americans
Ex. Braddock’s Road

Examples of Native American Conflict with Colonists

In discussion, ask students to debate the following: Why did Native Americans leave the colonies and move westward? Were Native Americans pushed to migrate or were they pulled to the West? Students should choose or be assigned the roles of settler or Native American.

To give students an opportunity to use what they have learned, have them complete their own design for the nickel, making it two-sided to represent the two groups, settlers and Native Americans. They should present their designs to the class for acceptance. Hold a contest between groups or individuals for the best design and rationale for design.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

- essay
- travel guide
- group presentation
- design and presentation of a new currency
- group discussion
- role-play of a scenario
- children’s book
- creation of a prop box
- creation of a song
Grade 5
Social Studies
Unit 5: The English Colonies: Religious Freedom and Changing Political Institutions (1565-1763)

Time Frame: Approximately five weeks

Unit Description

This unit focuses on the reasons why individuals and groups founded the British colonies.

Student Understandings

Students understand the role of religion in the founding of the original thirteen colonies. They locate the thirteen colonies; identify the individuals and groups who founded them; and describe political, social, and economic colonial organization and structure. Students understand religious movements and the emergence of religious freedom.

Guiding Questions

1. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
2. Can students identify the causes, effects, or impact of a given event in early American history?
3. Can students describe and compare the various religious groups in colonial America and the role of religion in colonial communities?
4. Can students describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States?
5. Can students describe reflections of European culture, politics, and institutions in American life?

Unit 5 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-IC-M3)</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Identify the causes, effects, or impact of a given event in early American history (H-IA-M3)</td>
</tr>
<tr>
<td>GLE #</td>
<td>GLE Text and Benchmarks</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>United States History</strong></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)</td>
</tr>
<tr>
<td>38.</td>
<td>Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M4)</td>
</tr>
<tr>
<td>39.</td>
<td>Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)</td>
</tr>
</tbody>
</table>

**Sample Activities**

**Activity 1: Churches and Religion (GLE: 37)**

Ask students to make a list of churches in their community. Provide a copy of the church page in the Sunday newspaper or the yellow pages in the phonebook to complete the list. Add religious communities that exist elsewhere in the U.S. but may not be in your community (e.g., Buddhist, Islam). Given this diversity, ask students to comment on the importance of religious freedom.

Ask students to use the World Almanac or the Internet to research several countries to determine those that have an established religion (e.g., Sweden, Japan, and Turkey). What is an established church? Should people pay taxes to support a church?

Have students consider why American colonists were concerned about religious freedom. Have students study a variety of resources to develop an understanding of religious intolerance in Europe. Have students then write a letter to their family from the perspective of an early colonist, explaining why religious freedom is important.

**Activity 2: Analyzing Historical Events (GLE: 23)**

Select several significant events in Colonial American history. Assign readings describing the event (e.g., major participants, location of the event, date it occurred, what happened at the event). Have students examine current newspaper articles for examples of good news writing.

Ask students to act as newspaper reporters and create a balanced report of the events by answering a series of questions, such as

- **The Boston Tea Party**
  - Why did the event happen?
  - What did Colonial Americans think caused the event?
  - What did the English and English loyalists think caused the event?
• What did England do about the event?
• What did the Americans do because of the event?
• Why was the Boston Tea Party important in later events (e.g., Revolutionary War, opposition to British rule, and opposition to the king of England)?

Ask students to summarize the cause, effect, and ultimate impact of the Boston Tea Party and create articles along with coordinating illustrations, cartoons, etc.

Ask the students to create a student newspaper from the articles, etc. Hold a discussion critiquing the paper and determining if the media representation of the information is accurate, balanced, and effectively written.

**Activity 3: Thirteen Original Colonies (GLE: 38)**

Facilitate use of the textbook or provide other reliable textual resources as needed that will provide resource information on the dates, founders, leaders, and reasons for the creation of each colony. Have students work in pairs to generate this information, one colony per pair. Using student-generated data, chart the information on a classroom wall and/or pass out student guides to record student information in a graphic organizer, such as the following:

<table>
<thead>
<tr>
<th>Colony</th>
<th>Dates of Settlement</th>
<th>Founders and Important Leaders</th>
<th>Reasons for Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Virginia</td>
<td>1607 Jamestown</td>
<td>John Smith</td>
<td>Adventurers sought to get rich by finding precious metals.</td>
</tr>
<tr>
<td></td>
<td>1625 Williamsburg</td>
<td>Thomas Jefferson</td>
<td>Tobacco made the colony wealthy and created large plantations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>George Washington</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patrick Henry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>George Mason</td>
<td></td>
</tr>
<tr>
<td>New York</td>
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<td></td>
<td></td>
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<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
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<td></td>
</tr>
</tbody>
</table>

**Activity 4: Thirteen Original Colonies (GLEs: 37, 38, 39)**

Create a large outline map of the eastern seaboard of North America. The outlines of the thirteen original colonies should be included on the map. Ask students to identify, draw in, and label the coastal plain, the Appalachian Mountains, and major rivers on the map. A compass rose and map key should be accurately employed as students work on the map. Then have students become a fictional historical figure residing in a particular colony. They should write a letter to a family member still living England (or appropriate European origin) explaining the following:
• the political system and institutions (e.g., type of colony—royal, charter, or proprietary; legislative bodies; voting rights)
• the society (e.g., class structure, family life, slavery, religion)
• the most important trade, manufacturing, and agriculture products
• how this culture reflected European culture

After these letters are written and shared with the class, ask the students to write colony summaries on 3” by 5” cards and connect them with yarn to the appropriate colony on the map.

During class discussion, ask students to summarize about similarities and differences among colonies and generalize about differences among the three geographic regions in the American colonies. Shade the backgrounds of each region on the map (southern colonies—red, northern colonies—blue.)

Activity 5: Religions in the Colonies (GLE: 37)

Provide a list of major religions in Colonial America. Working in groups, ask students to use reference works to determine how/why the church was founded, its principal beliefs, and how those beliefs impacted social behavior. The list should include Quakers, Roman Catholics, Anglicans (Episcopalians), Methodists, Baptists, and Puritans. Ask students to report their work to the class using visuals and electronic media. Guide discussion of the findings with the class, indicating colonies where each religion was most prominent.

Activity 6: Religion in Colonial Life (GLE: 37)

Ask students to locate where major religious groups settled in the American colonies—Puritans in New England, Catholics in Georgia and Maryland, Anglicans in Virginia, Quakers in Pennsylvania, etc. Discuss the impact of religion on colonial life (e.g., Blue Laws, social class, and architecture). Ask students to collect and display pictures of church architecture in colonial times. The pictures can be used in class discussion by asking students to guess the religion associated with each picture.

Lead a discussion to define the Great Awakening as a religious revival occurring in the American Colonies in the mid-eighteenth century. Ask students to discuss what they know about a “religious revival.” Do revivals occur in churches today? What is the purpose of church revivals? Would all religions have supported the Great Awakening? Guide student discussion in understanding that the Great Awakening was an emotional response to religious beliefs not always supported by established churches.
Activity 7: Roger Williams (GLE: 37)

Conduct a classroom dramatization of Roger Williams being expelled from Massachusetts colony and founding Rhode Island. Assign roles where students explain why this was an important event. Ask: Why was Roger Williams expelled (persecuted) by Massachusetts? How was religious life different in Rhode Island? Be sure to have Roger Williams speak for himself in the course of the role-play.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

- letter writing
- role-play
- map labs
- newspaper
- group presentation
- group role-play
- debate or discussion
Grade 5
Social Studies
Unit 6: European Impact: Cultural, Political, and Economic (1565-1763)

Time Frame: Approximately six weeks

Unit Description

This unit focuses on the European influence on emerging cultural, political, and economic institutions in colonial America.

Student Understandings

Students understand that geographic information and tools can be used to locate and describe settlements and settlement patterns, distinguish one region from another, explain economic and political differences and adaptations to a new physical environment, and identify natural resources. Students learn that historical thinking skills can be used to develop chronology and use source material to analyze and interpret colonial America. Students learn about the development of political institutions in the colonies and how ties to England caused conflicting loyalties in the colonies.

Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States?
2. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
3. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
4. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
5. Can students explain ways in which goals, cultures, interests, inventions, and technological advances affected people’s perceptions and uses of places or regions in Colonial America?
6. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
7. Can students describe the impact of human action on the physical environment of early America?
8. Can students describe economic interdependence among the thirteen American colonies?
9. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
10. Can student identify the natural resources used by people in the United States?
11. Can students compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
12. Can students construct a timeline of key events in American history?
13. Can students demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline?
14. Can students use both a primary and secondary source to describe key events or issues in early American history?
15. Can students explain why some colonists felt loyal to England because of their cultural, political, and economic ties to their homeland?

### Unit 6 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States (G-1A-M2)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)</td>
</tr>
<tr>
<td>7.</td>
<td>Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)</td>
</tr>
<tr>
<td>8.</td>
<td>Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)</td>
</tr>
<tr>
<td>9.</td>
<td>Explain ways in which goals, cultures, interests, inventions, and technological advances affected people’s perceptions and uses of places or regions in Colonial America (G-1B-M4)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Describe economic interdependence among the thirteen American colonies (G-1C-M6)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)</td>
</tr>
<tr>
<td><strong>Environment and Society</strong></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Describe the impact of human action on the physical environment of early America (G-1D-M1)</td>
</tr>
<tr>
<td>15.</td>
<td>Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)</td>
</tr>
<tr>
<td>16.</td>
<td>Identify the natural resources used by people in the United States (G-1D-M3)</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Compare aspects of American colonial government (e.g., local, colonial governors, role of British parliament and Crown) to present-day U.S. local, state, and national government (H-1A-M5)</td>
</tr>
<tr>
<td>GLE #</td>
<td>GLE Text and Benchmarks</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>20.</td>
<td>Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)</td>
</tr>
<tr>
<td>21.</td>
<td>Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)</td>
</tr>
<tr>
<td>24.</td>
<td>Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)</td>
</tr>
</tbody>
</table>

**United States History**

| 40.   | Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5) |

### Sample Activities

**Activity 1: Landforms and Settlement (GLEs: 4, 6, 7, 8)**

Provide outline maps of the eastern seaboard of North America with mountains, major rivers, and estuaries. Ask students to identify and label each physical feature. Provide students with a physical or political map of the American colonies about 1750. Ask students to explain the compass rose and the map key and interpret the map title. Conduct a discussion where students hypothesize (guess) why the first colonists would build settlements at these locations in the New World. Cue the discussion to the importance of rivers and sheltered bays and inlets to the early settlers. Working in pairs, students describe why the following cities were settled in the particular location:

<table>
<thead>
<tr>
<th>Settlements and Cities</th>
<th>Physical Features Influencing Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamestown</td>
<td></td>
</tr>
<tr>
<td>Boston</td>
<td></td>
</tr>
<tr>
<td>Philadelphia</td>
<td></td>
</tr>
<tr>
<td>Plymouth</td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td></td>
</tr>
<tr>
<td>Charleston</td>
<td></td>
</tr>
</tbody>
</table>

Upon completion of the chart, ask students to explain why some settlements (Jamestown) were settled but did not grow and why some later settlements (New York) became large cities.

**Activity 2: Landforms and Settlement (GLEs: 6, 7, 8)**

Ask students to examine a map of the United States that shows the physical geography and another that shows the southern and northern colonies outlined. They should then use these maps to generate information to explain how physical geography influenced regional
identifications in the English colonies. Ask them to write short, informal descriptive essays in response to the following:

- How did physical geography define the southern and northern colonies?
- How were the middle colonies less well defined by physical features and climate?

Ask students to explain how physical regions in the colonies influenced trade, plantations and farms, products, labor (slavery v. free men). Ask students to summarize their explanations on a wall chart.

Some reliable Web-based resources for this activity include the following:

- [http://www.esd.k12.ca.us/cadwallader/Room20/Colonies](http://www.esd.k12.ca.us/cadwallader/Room20/Colonies) (information on the New England colonies, middle colonies, and Southern colonies)
- [http://usinfo.state.gov.usa/inforusa/facts/history/ch2.htm](http://usinfo.state.gov.usa/inforusa/facts/history/ch2.htm) (Colonial regional comparison summaries)

**Activity 3: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13)**

Explain to students that cotton, sugar, and tobacco were cash crops that could be grown on the warm, moist coastal plain—a physical feature that dominated the southern colonies. In discussion, illustrate relationships between these crops and the importation of slaves, the plantation system, and trade with England. Have students discuss the following conclusions: (1) The plantation system and slavery made the southern colonies unique. (2) Cash crops were traded to the mother country in exchange for manufactured goods. (3) Mercantilism gave a trading advantage to the mother country, so plantation owners were often debtors.

Ask students to explain how the rocky and rugged landscape, as well as the climate, of New England (northern colonies) affected the development of this area.

Guide a discussion that illustrates how climate and physical features of New England made ocean trade vital to the region.

Have students write down the following end-point conclusions: (1) Disputes with England over trading issues were most prominent in the northern colonies. (2) The northern colonies developed manufacturing dependent upon skilled, free labor. (3) Manufacturers in the northern colonies rapidly adopted inventions. (4) Inventions and technological advances affected the cultures of this region. Then have the students, working in small groups and using their text as a resource as appropriate, come up with three to five reasons why one could reach each conclusion. Their reasons should be presented for class discussion, and the teacher should facilitate debate, where necessary.
Activity 4: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13)

Have students compare and contrast “everyman/woman” from the North and from the South. Ask: What professions might they choose? Why might they stay in this area? Why might they move from the North to the South, or vice-versa? What economic interests would each seek to protect, and how would that help define choices they made? What inventions or technological advances would appeal most to this person in this era and why?

In the early days, all of the English colonies were dependent upon the mother country for manufactured goods. By the mid-eighteenth century, New England was independent of trade with England, and the southern colonies began to trade with New England shippers and manufacturers. Ask students to make a list of goods that colonies would have traded (e.g., tobacco, cotton, foods, textiles, and furniture). Define interdependence with the class.

Ask students to list primary products and finished goods that would have been exchanged in intercolonial trade. Ask whether the colonies were more dependent or independent on trade with the mother country. Then ask students to list the number of items that their family uses that originate in other states. Conclude by asking whether the fifty states or the colonies were more interdependent.

Activity 5: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13)

The northern and southern colonies were unique because of their physical geography and trade, but also the two regions were interdependent by the end of the colonial period. Ask students to role-play a southern planter’s and a northern ship captain’s attitudes regarding

- slavery
- trade
- defense of the frontier
- Navigation Acts
- inventions
- cultural interests

Open the role-play to a general discussion of ideas separating and uniting the two regions.

Activity 6: Natural Resources and Colonial Life (GLE: 16)

Define natural resources in economic terms: a resource found in nature that is used in producing a good that has value. Ask students to make a list of natural resources that colonists found useful (see example).
Ask students to examine the natural resources of colonial life and write a description of a specific person in a specific area of the colonies with whom they could identify (e.g., “If I could go back in time, I would be . . .”) and explain their choice, including how they would use natural resources.

Guess who’s coming to dinner? Have students, in groups of five to six at a time, take turns role-playing the colonial figures that they imagined and discuss who they are, what they do, what their lives are like with one another.

**Activity 7: Time and Historical Events (GLEs: 20, 21)**

Introduce a large classroom timeline representing 1400-2000. Ask students to mark the beginning and end of

- the Age of Exploration (emphasize important dates [e.g., Cabot, Columbus]),
- the Age of Colonization (emphasize founding of the original colonies), and
- the United States of America (independence to today).

If possible, make this timeline twenty-four feet long with each foot equal to twenty-five years, providing ample space for adding persons and events of importance. Begin by marking a few selected points on the timeline and discuss the space (time) between them. The following would serve as good prompts:

- sailing of John Cabot
- founding of Jamestown
- Declaration of Independence
- current year

Point out that the period of time between the sailing of John Cabot and the settlement of Jamestown is about 150 years—the Age of Exploration. From Jamestown to the Declaration of Independence is 170 years—the Age of Colonization in North America. Independence for the United States has existed for about 225 years. The timeline can be used to mark important dates, such as the sailing of explorers, founding of colonies, and events leading up to revolution. These events can be described on 3” x 5” cards and attached to the timeline by students.

Ask the class to measure the time periods of each age, reviewing how young our country is compared to the other two ages.
Using the timeline created above, ask students to explain time lapses between important events and/or periods of Colonial American history. Ask them to answer questions such as:

- How does the time period from the early explorers to independence compare with American history since independence?
- Exactly how many years passed between the founding of Jamestown and the thirteenth English colony?

Ask students to list ways life in the colonies changed from 1607 to 1776 (e.g., population growth, more settlements, making a living, family life.)

Have students create a three-part picture using a medium of their choice (e.g., drawing, photographs, computer-generated images, or animation) that represents the three periods discussed. Students should include an explanation of each image and how each image relates to the others.

**Activity 8: Primary and Secondary Sources (GLE: 24)**

Provide students with a copy of the Jamestown Company charter (primary resource) and a brief historical description of the settlement.

Ask students to compare the contents of the charter with the events in the historical description in a self-designed chart and come to a conclusion to write at its end: What did the Jamestown Company intend, and how did that differ from what actually happened?

**Activity 9: English Influence in the Colonies (GLEs: 17, 40)**

Have students complete in small groups a Venn diagram for each of the following comparisons of government: local colonial government vs. local parish government, local colonial governors vs. Louisiana state government, national government vs. British parliament and crown. Each group should be prepared to present its three diagrams, as well as add information that it gleans from other groups who speak.

Have students write as if they are a fictional historical figure in the colonial period. There is a great deal of discussion in their community about cultural, political, and economic ties to their homeland. Ask them to imagine that a neighbor or friend in that era has asked them to explain why they feel loyal to England because of their cultural, political, and economic ties to their homeland, and have them informally write and/or deliver orally their explanation.

The following is a Web-based resource for this activity:

- [http://usinfo.state.gov.usa/inforusa/facts/history/ch2.htm](http://usinfo.state.gov.usa/inforusa/facts/history/ch2.htm)
Activity 10: American Colonists’ Attitudes toward British Rule (GLE: 40)

Ask students to role-play American colonists from different walks of life to illustrate why some opposed British rule while others supported it. Assign roles such as

- South Carolina planter who sells cotton to English mills and is in debt to English manufacturers
- Boston trader shipping rum and hauling African slaves
- Frontier settlers fearful of the French and their Indian allies

Ask students to perform their roles, and have the class vote on the likelihood of that person being a loyalist or a revolutionary. Ask students to complete a comparative chart on the advantages and disadvantages of being English colonists, such as the following:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Protection of the British Army</td>
<td>Taxed by English Parliament</td>
</tr>
</tbody>
</table>

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

- three-part illustrative design
- descriptive essay
- role-play
- facilitated debate
- comparison chart
- class discussion
- children’s illustrated story