## Grade 5
### Social Studies
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Grade 5
Social Studies
Unit 1: Early Peoples in the Americas (Beginnings to 1492)

Time Frame: Three weeks

Unit Description

This unit focuses on the history of early peoples in the Americas and their geographic locations.

Student Understandings

Students understand the origins, characteristics, and differences among American Indian cultures and ancient empires. Students identify physical features of the Earth and use a map key and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude to interpret a map.

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?
3. Can students interpret a map, using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?

Unit 1 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)</td>
</tr>
<tr>
<td>Economics</td>
<td>Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)</td>
</tr>
<tr>
<td>History</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 debriefing of 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 their own maps of the Native American trade routes.

Activity 2: Achievements of Ancient Empires (GLE: 41)

Introduce ancient empires to the students by presenting pictures of the ruins of ancient civilizations and by asking them to tell what would be interesting to learn about these civilizations. Students research the Incas, Maya, and Aztecs utilizing their textbook, encyclopedias, and the Internet. They should look for answers to their questions. A class discussion should follow so the students can share their findings.

Using construction paper, students create a design that tells something about an achievement of one of the empires. Students briefly describe the achievement on the design. On the other side of the design, they describe something from present day that shows advancement in this achievement. For example, the students might create a design for the place-value number system of the Maya, the calendar system of the Aztec, or the road system of the Inca. Empires should be assigned to the students to give a variety of achievements from the different empires.

In addition to their textbook, students can go to http://www.google.com on the Internet and search for Aztecs, Incas, and Maya. Other 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://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 Maya.)

Activity 3: Location of the Ancient Empires (GLE: 3)

Students will locate the ancient empires on a historical map. Have a class discussion about the location of the empires. Use the following questions, as well as others, to help with the class discussion:

- What bodies of water are around the empire?
- Are there any rivers? What are their names?
- What information is given in the map key or legend?
- How far is one city from another?
- What direction is this city from that city?
- What are the latitude and longitude lines of the locations of the empires?

Discuss what countries are currently located where the ancient empires once were located. Use a current political map for this discussion.

Activity 4: 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 one 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, students can go to http://www.google.com on the Internet and search for Aztecs, Incas, and Maya. Other reliable Web sites for resource are as follows:

• http://home.freeuk.net/elloughton13/mexico.htm
• http://www.internet-at-work.com/hos_mcgrane/inca/eg_inca_menu1.html (This student site provides a comprehensive overview of the Incas.)
• 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.)

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)
• descriptions of cities and temples
• 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 these:

- 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 5: 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, pairs, 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

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Students create a crossword puzzle using information about Aztecs, Incas, and Maya. The teacher decides on a total number of items for the puzzle. Students also provide an answer key for their crossword puzzles. Variation: The teacher provides a crossword puzzle for the students to complete. Students’ work should be checked for accuracy.
• Students write “Who am I?” riddles about each empire. Each riddle should contain clear and accurate information unique to that empire and should reveal evidence of student understanding.
• With a partner, students create a mural of one of the ancient empires using either poster board or a large sheet of construction paper. Murals should include drawings of buildings, clothing, foods, customs, greatest accomplishment, etc. The following is an example of a rubric that could be used to assess the mural:

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mural Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Excellent</td>
<td>Mural presents at least 5 different drawings that clearly and accurately describe the empire.</td>
</tr>
<tr>
<td>3 Good</td>
<td>Mural presents at least 4 different drawings that clearly and accurately describe the empire.</td>
</tr>
<tr>
<td>2 Fair</td>
<td>Mural presents at least 3 different drawings that clearly and accurately describe the empire.</td>
</tr>
<tr>
<td>1 Poor</td>
<td>Mural presents 1 or 2 different drawings that clearly and accurately describe the empire.</td>
</tr>
<tr>
<td>0 Unsatisfactory</td>
<td>Mural is incomplete. No understanding of the empire.</td>
</tr>
</tbody>
</table>

Activity-Specific Assessments

• **Activity 2**: Students create a design that tells something about an achievement of one of the ancient empires. Students color the design and briefly describe the achievement. On the other side of the design they describe something from present day that shows advancement in this achievement. Project should be checked for accurate information on both sides, creativity of the design, and student effort.

• **Activity 4**: Students create a “time traveler brochure” for each culture. Each brochure should include the following:
  1. A map illustrating the physical area controlled by that cultural group
  2. A timeline showing the origin and ending dates of the culture
  3. Visuals (pictures of major buildings, clothing, religious attire)
  4. Descriptions of cities and temples
  5. Illustrations of writing and scientific accomplishments.

A rubric should be devised by the teacher and students to grade the brochure.
• **Activity 5**: Students should be provided outline maps of North and South America, one outline map per ancient empire. Students create a symbol and a color to represent each empire. The symbols should be used to pinpoint each empire and crayons should be used to represent the expansion of the cultures. Students should explain why they chose the symbols and color and how each civilization expanded. When assessing this activity the teacher should consider the following questions:
  1. Do the students have a symbol and a color to represent each ancient empire?
  2. Do the symbols represent the location where each ancient empire began?
  3. Do the students use colors to accurately represent the expansion of each empire?
  4. Can the students explain how each civilization expanded?
Grade 5
Social Studies
Unit 2: Three Worlds Meet: The Americas, Western European and Western Africa (Beginnings to 1620)

Time Frame: Five 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 compare and contrast the results of the convergence of these three worlds. Students locate geographic features and places on a map of the United States.

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?
4. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?

Unit 2 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>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>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>
</tbody>
</table>
## GLE # | GLE Text and Benchmarks
--- | ---
History | 28. 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)

## 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 “What I Think” 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 “What I Think” 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 these:
- 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 (This site contains information on tribes, history, stereotypes, and suggested classroom activities to provide an overview of Native Americans.)
- http://www.hanksville.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.turtle-tracks-for-kids.org/ (Native village)
- 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 (Fantastic world of Native Americans—provides information on American Indians, the various tribes, their customs, their residences, the wars and much more.)
- http://www.unitedstreaming.com (This is a video clip library for classroom use.)

Assign the class to investigative teams to role-play and become one of the following Native American nations: Eastern Woodland, Southwest, Northwest, Great Plains, Arctic, and West 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: Compare and Contrast Native Americans (GLE: 27)

Students complete a chart about the Native American nations: Eastern Woodland, Southwest, Northwest, Great Plains, Arctic, and West tribes. The chart could be similar to the following:

<table>
<thead>
<tr>
<th>Indian group</th>
<th>Home</th>
<th>Way of Life</th>
<th>Foods</th>
<th>Interesting Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Woodland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Plains</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arctic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After completing the chart, students write two paragraphs to answer each of the following questions:

- In what ways are the Indian nations alike?
- In what ways are the Indian nations different?
In addition to their textbook, students can go to http://www.google.com on the Internet and search for Native Americans. Other reliable Web sites for resource are as follows:

- http://www.42explore2.com/native.htm
- http://www.worldbook.com
- http://www.library.thinkquest.org

**Activity 3: Projects about Native Americans (GLE: 27)**

Students make a group or individual project about Native Americans. Either assign students an Indian group or have them choose one. The project should depict something about the Native Americans that were assigned. Students write an explanation of the project and should include why they chose that particular project. The following are examples of projects:

- Arctic-lucky charms or sculptures, igloos
- Northwest-totem pole, masks
- Great Plains-tepee, winter counts
- Southwest-hogan
- West-woven baskets
- Eastern Woodland-longhouses, wampums

If students make the charms, these instructions may be helpful. The materials are a soft bar of bath soap, a toothpick, a plastic knife, a pencil, and a damp paper towel. Students decide what to carve. They could design and carve an Arctic animal or they could carve an object from their own life. The soap should be scraped to make it smooth. Students use a pencil to draw their design on the soap. Then they use the plastic knife to carve away the soap a little at a time. The toothpick can be used for etching details. After the carving is complete, the damp paper towel should be rubbed over it to make the sculpture smooth.

Paper plates could be used to make masks, paper towel tubes could be used for totem poles, and brown grocery bags could be used for winter counts. Winter counts could be about the student’s own life.

**Activity 4: Cultural Areas of the Native Americans (GLE: 4)**

Students use an outline map of the United States to draw and label Native American cultural areas. Students use dotted lines to sketch boundaries of the areas. They locate major landforms and bodies of water. They either label the landforms and bodies of water or they draw symbols to represent them. Students make a map key to explain their maps. Students use their completed maps to answer these questions:

- How did the geographical location of the Native Americans affect their way of life?
- In present day, how does the geographical location affect students’ lives?

If there are no maps available through the textual resources, students can find maps at http://www.nationalgeographic.com/xpeditions/atlas/index.html
Activity 5: 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>Things We Know</th>
<th>Things We Want 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>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making a Living</td>
<td></td>
<td></td>
</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
- how Northern and Southern Europe were 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?
  - What did they have to offer in trade?
- 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?
  - What did they have to offer in trade?
- 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?
What did they have to offer in trade?

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

**Activity 6: 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
- 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 these:

- why the regions were involved in trade
- why the regions were in conflict
- why the Europeans were dominant.

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

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

**General Assessments**

- As in the game *Jeopardy*, the teacher provides the answer and the students provide the question to the answer. The teacher could say, “tepee,” and the students could respond by asking, “The Great Plains Indians were known for what type of house?” Any question that seems logical and that relates to the unit should be accepted. The teacher determines the length of time for this assessment.
- Students make postcards that represent particular Indian cultures. They illustrate and color a scene on their postcards that clearly depicts an Indian group. On the back of the postcard, they write to someone about these Native Americans. At least five facts
should be written. Information about life, geographical location, climate, and customs should be included.

*Variation:* Students make the postcards on the computer.

- At the completion of the unit, students write an essay on the advantages and disadvantages of the trade that connected the “Three Worlds.” The following questions should also be answered in the essay:
  - What is meant by “Three Worlds”?
  - Why were there problems?
  - How could these problems be solved?
  - How were all three worlds changed?
  - How does trade affect our lives today?

**Activity-Specific Assessments**

- **Activity 1:** Students role-play one of the Native American nations. They use visual aids or electronic media to explain who they are and what they did. A rubric should be devised by the teacher and students to assess this activity.

- **Activity 2:** Students complete a chart about the Native American nations and write two paragraphs about how the nations were alike and how they were different. The charts should include information about homes, way of life, foods, and interesting facts. The chart and paragraphs should be checked for completion of all parts and accuracy of information.

- **Activity 3:** Students make a group or individual project about the Native Americans. The projects should depict something about the assigned Indian group. Students write an explanation of the project and why they chose it. The following is an example of a rubric that could be used to assess the projects:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Project accurately depicts the Indian group, includes a clear explanation of the project and why it was chosen, and shows creativity and student effort.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Project accurately depicts the Indian group, but is missing one of the other components.</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Project accurately depicts the Indian group, but is missing two of the other components.</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>Project accurately depicts the Indian group but is missing all other components.</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory</td>
<td>Project incomplete, inaccurate, or shows little student effort.</td>
</tr>
</tbody>
</table>
• **Activity 4**: Students draw and label Native American cultural areas on an outline map of the United States. Students sketch boundaries, locate major landforms and bodies of water. They label the landforms and bodies of water or draw symbols to represent them. Students make a map key to explain their maps. They should be able to answer the following questions:
  ➢ How did the geographical location of the Native Americans affect their lives?
  ➢ In present day, how does the geographical location affect students’ lives?

Students’ maps should be assessed for accuracy and creativity.

• **Activity 6**: Students choose one of the four hands-on activities in Activity 6. These activities can be assessed by a rubric devised by the teacher and students.
Time Frame: Seven 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, cardinal or intermediate directions and latitude and longitude?
3. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?
4. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
5. Can students explain the reasons why Europeans chose to explore and colonize the world?
6. 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?
7. Can students identify different points of view about key events in early American history?
8. Can students explain that cultures change through cultural diffusion, invention, and innovation?
9. Can students describe major early explorations and explorers and their reasons for exploration?
10. Can students describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples?
11. 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><strong>Geography</strong></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, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)</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>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><strong>Physical and Human Systems</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-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><strong>Economics</strong></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><strong>History</strong></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><strong>United States History</strong></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 following:
- 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
- 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?
- What are latitude and longitude?
- How are latitude and longitude used?
- 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:

<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: Different Types of Maps (GLEs: 1, 2, 10)

Students compare a historical map of the thirteen original colonies to a political map of today. Discuss what types of maps the two are and what information can be obtained from them. Discuss the differences in the two maps and the location of the colonies. Discuss the landforms, nearby bodies of water, climate, and available resources. Use physical, climate, and resource maps to aid the discussion. Then show the class a road map of the United States. Discuss how it is different from the other two maps.

Activity 4: A Country of My Own (GLEs: 1, 2, 3, 4)

Students examine a map of the United States to locate major landforms, bodies of water or waterways, major cities, places of interest (Grand Canyon, Painted Desert, Continental Divide, Everglades, etc.) and other geographic features. Lead a class discussion on using the compass rose, map keys, map scales, and lines of latitude and longitude.

After examining the United States map and the class discussion, have students create a map of an imaginary country by drawing an outline of a make-believe country. Students should then proceed with the following instructions:

- Draw a mountain range on the western border and add various bodies of water (including a river) to the map.
- Draw a compass rose with both cardinal and intermediate directions.
- Make a map scale using inches and decide how many miles an inch will represent.
- Add a capital city close to the river; then put another city northwest of the capital.
- Place another city 75 miles south of the capital.
- Make a map key for your country by using symbols for the map features.

After the students have completed their maps, they should draw another map with the same outline of their imaginary country, but not with the same information. This time they should make their map a different kind of map - a product map, climate map, physical map, etc. They should include a map key to explain their new map. Have a class discussion about all of the different kinds of maps and compare the maps of their imaginary country to the different United States maps.
Activity 5: Just the Facts (GLEs: 11, 31)

Students make flash cards using facts about early explorers. Index cards can be used for this activity. The students should write an explorer’s name on one side of an index card. On the other side of the card, they should list the purpose of the exploration, places explored, dates of exploration, and what the explorer discovered. Students then trace the routes of each explorer on an outline world map. The routes should be labeled with the names of the explorers and the dates of their voyages. Students use a different color for each route. The following explorers should be used for this activity: Leif Ericson, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan, Juan Ponce de Leon, Giovanni da Verrazano, Samuel de Champlain, Hernando De Soto, Jacques Cartier, John Cabot, Francisco Coronado, and Henry Hudson.

Variation: Have students could create a PowerPoint© presentation of the explorers instead of making the flash cards.

In addition to their textbook, students can go to http://www.google.com on the Internet and search for early explorers of America or Spanish conquistadors. There is also a video clip library that would be helpful at http://www.unitedstreaming.com.

Activity 6: The Columbian Exchange (GLEs: 30, 33)

Divide the class into four groups. Assign each group one of the voyages of Columbus. Each group should investigate the assigned voyage. In their investigation they should find out his route, where he landed, and what he found. Students should find out what he brought to the New World and what he took back to Europe. Each group should trace the route of the particular voyage on a large world map displayed on a bulletin board. Different colors should represent different voyages.

Label two large pieces of paper or poster board with “From the New World to the Old World” and “From the Old World to the New World.” The students will write the names of the foods, plants, animals, germs, innovations, and technology on the appropriate piece of paper.

Groups will give oral presentations on their voyages. As a whole class, the students will investigate cultural, ecological, and economic impact of the Columbian Exchange on Europe, the Americas, and West Africa. They will also present their findings on how the Columbian Exchange changed life for everyone around the world.

Activity 7: 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,
• 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) Convert Indians to Catholicism (Spanish colonies)</td>
</tr>
<tr>
<td>Economics</td>
<td>Primogeniture (no land inheritance for younger men) Unemployment—need for jobs and/or land</td>
<td>Precious metals—increased as Spanish discovered gold 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>Christopher Columbus</td>
<td></td>
</tr>
<tr>
<td>Henry Hudson</td>
<td></td>
</tr>
<tr>
<td>Juan Ponce de Leon</td>
<td></td>
</tr>
</tbody>
</table>

Later, add early settlements, requiring students to complete the chart with the motivations of settlers.

<table>
<thead>
<tr>
<th>Early Settlements</th>
<th>Motivations of Settlers</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Augustine</td>
<td></td>
</tr>
<tr>
<td>Roanoke</td>
<td></td>
</tr>
<tr>
<td>Jamestown</td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td></td>
</tr>
<tr>
<td>Plymouth</td>
<td></td>
</tr>
</tbody>
</table>
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). Students can also use interdependence to define the relationship between the Native Americans and the explorers/settlers.

**Activity 8: Examining Cultural Change (GLEs: 22, 30, 33)**

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, CDs). Have them 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. In their discussion guide students to include what cultural changes they have personally seen in their own lives.

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>
</tr>
<tr>
<td>Spread of Catholic Church in Spanish colonies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultivation of the potato in Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disease killed Native Americans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 5 Social Studies ◇ Unit 3 ◇ European Exploration and Colonization
Activity 9: 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?
- How did the Columbian Exchange affect Europe, the Americas, and West Africa?

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.
General Assessments

- On a large world map, students trace all of the routes of the explorers who were studied in this unit. They should use a different color marker or different color yarn for each country that sponsored the voyages. They should label each route with the name of the explorer and the year of the exploration. A map key should be added to explain each color.
- Display different types of maps and label each one with a different letter. For example:
  - a historical map of the United States—labeled A
  - a political map of the United States—labeled B
  - a road map of the United States—labeled C
  - a climate map of the United States—labeled D
  - an elevation map of the United States—labeled E.

Students answer questions similar to the following:
1. Which map would you use to plan a car trip across the United States?
2. Which map would you use to find out the height of a certain mountain?
3. If you wanted to move to a place that had mild winters what kind of map would help you to decide?
4. Which map would tell you what interstate highway runs north and south through Mississippi?
5. Which state has the hottest summers, Arizona or North Carolina?
6. Which states made up the New England colonies?
7. What would be the best map to use to locate the boundaries and capital city of Michigan?
8. Which map would help you find the land height above sea level of a certain area?
9. Which map would help you find the main states that grow cotton?

These are examples of questions that the teacher could use depending on the types of maps that are available.
- Students dress up like their favorite explorer or draw his face using poster board. Arms, legs, and body can be designed using construction paper. Then they take turns telling about their favorite explorer, his explorations, and why he is the favorite. Each student should make up a quote that would be appropriate for his explorer to have said. A rubric should be devised by the teacher and students to grade the role play.

Activity-Specific Assessments

- Activity 4: Students can create two kinds of maps of an imaginary country. The first map should be checked for completion of the instructions, for accuracy of the information, and for clarity and creativity. The second map should clearly be a different type of map of the same country with a map key and a clear explanation of it.
• **Activity 5:** Students can make flash cards about explorers. The explorers’ names should be clearly written on one side of the cards and there should be four facts written on the other side. These four facts are the purpose of the exploration, the places explored, the dates of the exploration, and what was discovered. Cards should be checked for accuracy and understanding.

• **Activity 6:** Students can give oral presentations about one of the four voyages of Columbus. These oral presentations are the results of the group investigations. The presentations should include where Columbus landed, what he found, and what he brought to the New World and what he took back to the Old World. The following is an example of a rubric that could be used to assess these presentations:

<table>
<thead>
<tr>
<th>Group Participation</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>If all members participate</td>
<td>If all members but one participate</td>
<td>If all members but two participate</td>
<td>If only one member does all the presentation or if three or more do not participate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Presentation</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>If all required information about the voyage is presented</td>
<td>If one piece of required information about the voyage is missing</td>
<td>If two pieces of required information about the voyage is missing</td>
<td>If more than two pieces of required information is missing, but there is some evidence of work</td>
<td></td>
</tr>
</tbody>
</table>
Grade 5
Social Studies
Unit 4: Native American, Early European, and African Interaction (1565-1763)

Time Frame: Five weeks

Unit Description

This unit focuses on the interaction of Native Americans, early Europeans, and Africans, and how the use of 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 use geographic information to analyze, explain, and interpret life in early America. Students address issues and problems generated by the importation of Africans to Colonial America. Students use primary and secondary sources to obtain information about historical events.

Guiding Questions

1. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
2. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
3. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
4. 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?
5. Can students describe the impact of human action on the physical environment of early America?
6. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
7. Can students identify the natural resources used by people in the United States?
8. Can students identify historical issues or problems in early America and explain how they were addressed?
9. 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?
10. Can students explain the societal impact of the immersion of Africans in the Americas?
11. Can students identify instances of both cooperation and conflict between Native Americans and European settlers?
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 primary and secondary sources to describe key events or issues in early American history?

## 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>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>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>16.</td>
<td>Identify the natural resources used by people in the United States (G-1D-M3)</td>
</tr>
<tr>
<td><strong>History</strong></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>
<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>
</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 a Native American’s perspective 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://members.tripod.com/](http://members.tripod.com/) (on this date in North American Indian History)
- [http://www.nativeweb.org/](http://www.nativeweb.org/) (information from and about indigenous nations, peoples, and organizations around the world)
- [http://www.americanwest.com/](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](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)

The following Web sites are resources for teachers:
- [http://www.42explore2.com/native.htm](http://www.42explore2.com/native.htm)
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: New Spain and New France (GLEs: 7, 8, 15, 16, 36)

On a United States map have students use different colors to show the land claimed by Spain and the land claimed by France. Have students use textual resources and the Internet to research the following about the Spanish and French territories:

- 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)
• reasons for explorations
• settlements founded
• treatment of the Native Americans
• Native American conflicts and cooperation
• economic development
• adaptation to the physical environment
• natural resources in the territories
• interesting facts about the Spanish and French
• types of regions where settlements were located

Have a class discussion about the two empires and their cultures. Compare and contrast the Spanish and French.

Assign cooperative groups a French trading post or one of the three types of Spanish settlements—mission, pueblo, or presidio—to draw on a poster. They should include a description and explanation of their drawing.

**Activity 3: 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, New England colonies, and middle colonies). If the class is large, divide the class into more than three cooperative learning groups and assign the same region to more than one group. 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, in groups, to create a travel guide for a new colonist. The new colonist should be guided through a comparison of each of the areas so he or she can choose a place to settle.

After students have given presentations 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 the following:

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

Activity 4: Why Settle Here? (GLEs: 6, 7, 8, 9, 16)

Introduce the activity with a class discussion about why people settle in a certain area of the country. Ask the students to give reasons for people living in different regions. Some reasons may be jobs, climate, family, retirement, etc. Ask the students to give reasons why their families live in their present homes. Discuss their reasons. Then ask them why the early settlers came to the New World and what made them settle in a certain region. The discussion should lead into examining each region and patterns for settling there.

Use the same assigned cooperative learning groups from Activity 3 to complete a chart about the three regions. Students use chart paper or a bulletin board to make a wall chart for each geographical region of Colonial America. The following is an example of a chart that could be used for this activity:

<table>
<thead>
<tr>
<th>Regions</th>
<th>Names of Colonies</th>
<th>Physical Features</th>
<th>Climate</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England Colonies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Colonies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Colonies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each group fills in the information for its assigned region. Allow time for more research if necessary. If there is more than one group of students assigned to a region, the groups can work together to fill in the chart.

Students make a large map of Colonial America using different color paper for each region, and all of the thirteen colonies should be labeled. The map should be displayed on a wall or on a bulletin board next to the chart. Students make symbols to represent natural resources and add these symbols to the appropriate colonies.

A class discussion should proceed using the following:

- What kind of jobs would develop in each region?
- Which region has the longer growing season?
- Which region is more mountainous?
- What effect does landforms have on occupation, trade, and travel?
- Why did the colonists in each region develop different ways of living?
- Why did the early colonists settle along the Atlantic coast?
• How did the Native Americans help the colonists?
• How did the colonists adapt to their environment?
• Describe the life in each region.
• Discuss how life in each region was different and how life was the same.
• Discuss why the regions were divided this way.
• Relate these regions and reasons to the United States today.
• Show a map of today’s U.S. regions. What are the present U.S. regions?
• What natural resources are used in the regions today? If necessary, examine a resource or product map.
• How have inventions and technology changed or improved the ways natural resources are used today?

Students should pretend they are colonists coming to the New World. What region would attract them? Why?

Students should think about how each region developed. How did goals, cultures, interests, inventions, and technological advances affect the way that the settlers used the region where they lived?

Students should relate this part of the discussion to the present-day region where they live. In what ways is the land being used because of the people’s goals, cultures, interests, inventions, and technological advances? What changes have taken place over time because of people’s goals, cultures, interests, inventions, and technological advances?

Activity 5: Timeline of Events (GLEs: 20, 21)

Have students individually construct a timeline of key historical events. Students can use any of the events that they have studied in this unit or any previous unit. They should choose eight to ten events to use on the timeline. After they complete their timelines, they should write questions for other students to answer about the historical events on the timeline. Then have a class discussion about the different timelines and historical events.

Activity 6: 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 indentured servants?
• 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, Africans in America. Part One, 1450–1750, examines how Europeans coming to Western Africa resulted in the 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
• how religion influenced African slaves and the institution of slavery

Have the students research triangular trade. They should investigate what it was, what route it took, what countries were involved, and what goods were shipped throughout the trade route. Students should understand the “middle passage” of the route. What was so crucial about this part of the triangular trade route? Have them draw the triangular trade route on an outline map. They should label the countries involved and draw and label the goods that were traded along the route.

Activity 7: 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:

<table>
<thead>
<tr>
<th>Examples of Colonists’ Cooperation with Native Americans</th>
<th>Examples of Native Americans’ Cooperation with Colonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Squanto saves colonists.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Colonists’ Conflict with Native Americans</th>
<th>Examples of Native Americans’ Conflict with Colonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Braddock’s Road</td>
<td></td>
</tr>
</tbody>
</table>

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

Have a class discussion on primary and secondary sources. Give students examples of each. Then students should come up with other examples. As a class, make a Venn diagram to compare and contrast primary and secondary sources. Make a class list of information that would be considered a primary source (e.g., diary, artifact) and information that would be considered a secondary source (e.g., textbook, movie). Students should search for primary sources that help describe Colonial America.

Have students make a list of primary sources that they could use to write a biography about one of their grandparents. Students should explain what each primary source would tell them about their grandparent.

The teacher should make a display of different primary sources and secondary sources. The students decide which ones are primary and which ones are secondary. Students should explain why each source is either primary or secondary.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Students will create a colonial quilt using the information from the unit. Each student should be assigned a different colonial region. They will use an 8” by 8” piece of cardstock to make sketches about the culture of the assigned region. The culture of the region should be evident, understanding of the region should be clear, and large colorful drawings should be used.
- Students will write five diary entries from a settler’s point of view that show difficulties that he faced living in the colony. A rubric should be devised by the teacher and students to grade the diary.
- Students will write an essay from a Southern slaveholder’s point of view and from a slave’s point of view. The slaveholder should provide arguments supporting slavery
while the slave should explain why slavery should be abolished. The essay should reflect at least three important points from both the slaveholder and the slave.

**Activity-Specific Assessments**

- **Activity 1**: Students choose one of the five options in Activity 1. A rubric should be devised by the teacher and students to grade the options.

- **Activity 2**: Students draw a poster of a French trading post or one of the Spanish settlements—mission, pueblo, or presidio. A description and an explanation should be included. The drawings should be creative, colorful, and large enough so that the whole poster is used. Drawings should be accurate and clear.

- **Activity 3**: Students will make a group presentation to the class using visuals, maps, and models to describe the region and its development. The following is an example of a rubric that could be used to assess these presentations:

<table>
<thead>
<tr>
<th>Group Presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All members participate</td>
<td>All members but one participate</td>
<td>Two members do not participate</td>
<td>Only one member participates</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Completely answers all 9 questions</td>
<td>Completely answers 7-8 questions</td>
<td>Completely answers 5-6 questions</td>
<td>Completely answers less than 5 questions</td>
</tr>
<tr>
<td>Visual aids</td>
<td>Uses more than one visual, one model, and one map</td>
<td>Uses a visual, a model, and a map</td>
<td>Uses two of the three visual, model, map</td>
<td>Uses only one of the three</td>
</tr>
</tbody>
</table>

- **Activity 6**: Students draw triangular trade routes on an outline map. They label the countries involved, draw, and label the goods that were traded along the route.

- **Activity 7**: Students design a nickel and give a presentation about the new currency. There should be a design on each side of the new nickel to represent the settlers and Native Americans. Both designs should reflect what the students learned in Activity 7.

- **Activity 8**: The teacher should make a display of different primary sources and secondary sources. The students decide which ones are primary and which ones are secondary. Students should explain why each source is either primary or secondary.
Unit 5: The English Colonies: Religious Freedom and Changing Political Institutions (1565-1763)

Time Frame: Six 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 explain how a given event can have an impact in American history and use source material to analyze and interpret Colonial America. Students identify religious movements and describe 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 describe economic interdependence among the thirteen American colonies?
3. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
4. Can students compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
5. Can students identify the causes, effects, or impact of a given event in early American history?
6. Can students describe and compare the various religious groups in Colonial America and the role of religion in colonial communities?
7. Can students describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States?
8. Can students describe reflections of European culture, politics, and institutions in American life?
9. Can students use both a primary and secondary source to describe key events or issues in early American history?
Unit 5 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>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>12.</td>
<td>Describe the 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>Civics</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)</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>
<tr>
<td>United States History</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.

Have students name and compare the major religious groups in Colonial America. Include the location(s) of the major religious groups, and have students place them on a map of the Thirteen English Colonies (e.g., Puritans, Quakers, Anglicans, Catholics, Jews and Presbyterians).

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 Trial of John Peter Zenger
  - What caused the event to happen?
  - When did it happen?
  - What people were involved?
  - What was the result?
  - This event helped establish what important right that Americans have today?

Other possible topics: Pequot Wars, King Phillip’s War, Salem witch trials, religious persecutions, Navigation Acts, founding of one of the colonies, etc.

Ask students to summarize the cause, effect, and ultimate impact of their events 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: Primary and Secondary Sources (GLE: 24)

Provide students with a copy of the London Company’s charter (primary resource) for the Virginia colony of Jamestown in 1607, and a brief historical description of the Jamestown 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 London Company intend, and how did that differ from what actually happened?
In addition to textual resources, students can go to http://www.google.com on the Internet and search for the first charter of the London Company. Other reliable Web sites for resource are as follows:

- http://www.learner.org/channel/workshops/primarysources/virginia/activities01.html
- http://www.worldofquotes.com/docs/34

**Activity 4: Founding of the 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, Thomas Jefferson, George Washington</td>
<td>Adventurers sought to get rich by finding precious metals. Tobacco made the colony wealthy and created large plantations.</td>
</tr>
<tr>
<td></td>
<td>1625 Williamsburg</td>
<td>George Washington, Patrick Henry, George Mason</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 5: Trade in Colonial America (GLEs: 12, 13)**

Have groups of students create a map showing what the thirteen colonies produced for trade. Use the following questions to guide a class discussion:

- What did each produce that the other colonies needed or wanted?
- Why were there more slaves in the Southern colonies?
- Why did the colonies produce different things?
- As their own economy grew, did the colonies need as many imports from England?
- How did the growing colonial economy cause conflict with England?

Have the students write a paragraph as colonists about where they would choose to live and how they would make a living. They should explain their choice. Their choice of region should depend on the climate, geographic features, and available type of work. They should explain how their work is important to the colony and to other colonies and/or to England.
Activity 6: Colonial Government (GLE: 17)

Have the students pretend that the principal announced that there would be no rules to follow at school today. What would happen? Why does the school have rules? What would be the consequences of having no rules? Why does the community have rules and laws?

As a class, construct a list of rules that students must follow at home, at school, and in the community. What laws affect them daily (traffic safety laws, mandatory school attendance, fireworks laws, etc.)?

Discuss the consequences of having no rules or laws in our country. What would have happened in Colonial America without rules and laws? This should lead into a discussion of the governments in the colonies. Have students use their textbooks and other resources to find information on the following:

- Mayflower Compact
- Fundamental Orders of Connecticut
- Maryland Toleration Act
- Pennsylvania Frame of Government
- House of Burgesses
- Royal governors
- Colonial assemblies
- Town meetings.

Students should make a chart that shows what type of government each of the thirteen colonies had. Students should share their information. Have students compare and contrast the governments of the thirteen colonies. Guide the students in a discussion of how our local, state, and national governments relate to colonial government.

Activity 7: 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 in 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”x 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 8: 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 different churches were founded, their principal beliefs, and how those beliefs impacted social behavior. The list should include Quakers, Roman Catholics, Anglicans (Episcopalian), Methodists, Baptists, Jew, Presbyterians 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 9: 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 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 class 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 a student discussion in understanding that the Great Awakening was an emotional response to religious beliefs not always supported by established churches.

Students should describe the effects of the Great Awakening. The Great Awakening influenced the founding of some colleges. Have the students investigate which colleges, where they were located, and when they were founded.

Activity 10: Roger Williams, Anne Hutchinson, and Thomas Hooker (GLE: 37)

Have the students investigate the beliefs of each of the following: Roger Williams, Anne Hutchinson, and Thomas Hooker, and how their beliefs differed from the Puritans.

Conduct a classroom dramatization of Roger Williams being expelled from the Massachusetts colony and founding Rhode Island. Assign roles where students explain why this was an important event. Ask: Why Roger Williams was 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.

Discuss Anne Hutchinson and Thomas Hooker and their religious beliefs. What did each one oppose? What happened to them?

Compare the reasons the Puritans left England with what the Puritans were doing to their own people in New England.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- “Four in a Row”: make a list of all of the people who were studied in Unit 5. Have the students fold a sheet of paper (8.5” x 11”) into 16 sections. This can be done by folding the paper in half, then folding it in half again, etc. Students do this four times and then open the paper. There should be 16 sections. The students write a different name from the list onto each section of the paper. The teacher calls out a description about one of the people from the list. For example, “He fled Massachusetts and formed the colony of Rhode Island.” The students cover up the name of Thomas Hooker. Play continues until a student has four in a row (horizontally, vertically, or diagonally). The student should announce, “Four in a row!” The winner should tell each name that is covered and what that person did.
• Students work in cooperative groups to create a skit about an event from Unit 5. The teacher can give topics for students to choose or the students can decide independently on a topic. The skit should be informative and should portray the beliefs of the historical people involved. The following is an example of a rubric that could be used to assess the skits.

<table>
<thead>
<tr>
<th>4</th>
<th>Excellent</th>
<th>Group addresses these four points—has a well-organized skit, uses creativity, focuses on the topic, and speaks loudly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Good</td>
<td>Group addresses three of the four points.</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Group addresses two of the four points.</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>Group addresses one of the four points.</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory</td>
<td>Group makes no effort.</td>
</tr>
</tbody>
</table>

• Create a graphic organizer similar to steps. Each step should be smaller than the one below it. Make about six steps or more if one wishes. The following is an example:

```
On the top block students write the name of a person that founded one of the thirteen colonies. On the next block students describe the beliefs of this person. On the third block students write the results of his work or beliefs. On the fourth block students write questions that they would like to ask the person. On the fifth block students write a summary about the colony using religion, important trade, ways to make a living, etc. On the bottom block students write the name of the colony and the first settlement of the colony. If the teacher wishes, more blocks could be added. Beside the graphic organizer, students draw a map of the colony and a picture of something unique about the colony.
```

Activity-Specific Assessments

• Activity 2: Students select significant events in Colonial American history to summarize. Then they create a newspaper from these articles using illustrations, cartoons, etc. A rubric should be devised by the teacher and students to grade the newspaper.

• Activity 5: Groups of students create a map that shows what the colonies produced for trade. The maps should be checked for accuracy and student effort.
Students will write a paragraph about where they would choose to live and how they would make a living if they were colonists. They should use climate, geographic features, and type of work available to make their choice of region. They should explain how their type of work is important to the colony and to other colonies and/or to England.

**Activity 7:** Students write a letter to a family member in Europe explaining the colony’s political system and institutions, the society, the most important trade, manufacturing, and agriculture products. The letter should also include how the culture of the colony reflects European culture. The following is an example of a rubric that could be used to assess the letters.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

The letter clearly explains the four points mentioned in Activity 7. The letter is addressed to a family member and is written in correct letter form.

The letter clearly explains three points mentioned in Activity 7. The letter is addressed to a family member and is written in correct letter form.

The letter clearly explains two points or generally explains three or four points. The letter is addressed to a family member with minor errors in letter form.

The letter clearly explains one point mentioned in Activity 7 or generally explains two points. Almost all of the information is inaccurate. The letter form has major errors.

Information is inaccurate.
Grade 5 Social Studies
Unit 6: European Impact: Cultural, Political, and Economic (1565-1763)

**Time Frame:** Seven 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 explain how historical thinking skills can be used to develop chronology. Students describe the development of political institutions in the colonies and explain 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 students identify the natural resources used by people in the United States?
11. Can students compare aspects of American colonial government to present-day
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 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 (C-1A-M5)</td>
</tr>
<tr>
<td><strong>History</strong></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>
</tbody>
</table>
### 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>Williamsburg</td>
<td></td>
</tr>
<tr>
<td>New York</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, and labor (slavery v. free people). 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 (information on the New England colonies, middle colonies, and Southern colonies)
- http://usinfo.state.gov.usa/inforusa/facts/history/ch2.htm (Colonial regional comparison summaries)

Activity 3: United States Regions (GLEs: 4, 7, 8, 16)

Divide the class into five groups. Assign a different region of the United States to each group of students. Divide a large bulletin board into five sections and assign a section of the bulletin board to each group of students. Each group will research its assigned region and will display information on its bulletin board section. The displays should include a map with major landforms, geographic features, settlements, bodies of water, etc. The display should also include illustrations and information about the culture of the area, climate, some of the Native American tribes, natural resources, ways of life, and areas of interest.

Each group reports its findings to the rest of the class. A class discussion should develop about how physical features influence development and life in a region and how the regions can be distinguished from one another.

Activity 4: This Land is Your Land (GLE: 4)

Have the students listen to the lyrics of the song “This Land is Your Land” and locate the places described in the song on a United States map. Students should label the places in the song on an outline map of the United States.

Have students work in groups or pairs to create songs about the United States landforms, places, bodies of water, and other physical features. Share the songs with the rest of the class.

Activity 5: Adapting to the Environment in America (GLEs: 14, 15)

Use the same assigned groups from Activity 3. Have the students investigate the different Native Americans in each region of the United States and make a list of how they adapted to living in the area. Students do the same for the Europeans that were in the same areas. Students should be able to answer the following questions after their investigations:
- Were there differences in the Native American and European ways of adapting to the environment? Why or why not?
• In what ways was the environment changed in the regions because of the Native Americans and Europeans?
• What effect did the Native Americans have on the Europeans?
• What effect did the Europeans have on the Native Americans?

**Activity 6: Plymouth, Jamestown, and Massachusetts Bay Colony (GLEs: 13, 14, 15)**

Divide the class into three groups. Have one group of students research the relationship between the colonists in Plymouth and the Native Americans in the area. Assign another group of students to research the relationship between the colonists in Jamestown and the Native Americans in the area. Have the third group of students research the relationship between the colonists of the Massachusetts Bay Colony and the Native Americans in the area. Also have the students investigate how both groups in each area adapted to their environment and what impact their actions had on the environment.

Each group should give an oral presentation of its findings. As a whole class, the students should use a Venn diagram to compare and contrast the relationships between each group of colonists and each group of Native Americans.

**Activity 7: 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. There should be a class discussion about mercantilism before discussing the conclusions listed above. What is mercantilism? What were the advantages and disadvantages of mercantilism for the colonies?

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

Have students ask the following questions and 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 9: 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 10: 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 . . .”). Then they should 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, and what their lives are like with one another.

**Activity 11: 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 following:

- the Age of Exploration (Emphasize important dates [e.g., Cabot, Columbus].)
- the Age of Colonization (Emphasize founding of the original colonies.)
- the United States of America (independence of 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 110 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 230 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:

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich soils of the coastal plain and river valleys</td>
<td></td>
</tr>
<tr>
<td>Iron ore</td>
<td></td>
</tr>
<tr>
<td>Forests</td>
<td>Build ships</td>
</tr>
</tbody>
</table>
• 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 tell how each image relates to the others.

**Activity 12: 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, British parliament and crown vs. national government. 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 13: 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:
### Activity 14: French and Indian War (GLEs: 13, 23)

Have students use their textbooks and other textual research as well as the Internet to find information about the French and Indian War. Students work in cooperative groups to find the answers to the following questions:

- Who was fighting?
- What was the cause?
- Where was the location of the conflict?
- Who won the war?
- How did they win?
- What was the effect of the war?
- Why was the war called the French and Indian War?
- How was the Ohio Valley important to the French and to the British?

Students should explain the role of the Iroquois League in the French and Indian War and how it was important. Students should describe the cooperation among the British colonists when they met with the Iroquois League. Students should give other examples of how colonists cooperated with one another during the war.

Have students divide a poster board into four sections and draw an illustration in each section of the poster to describe the French and Indian War. Students should write an explanation for each illustration.

### Sample Assessments

### General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

<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>
General Assessments

- Have the students work in groups to make a time capsule for an assigned colony. Tell them that they have been selected to choose appropriate items for the time capsule to represent their colony. They will place their artifacts in a shoebox, cereal box, cylinder oatmeal box, etc. Students should draw ten items that represent their assigned colony. Examples of items are maps, documents, artifacts, illustrations, etc. They should provide information about geography, people, government, natural resources, and interesting or unique facts. They should also include a timeline showing three major events. Students should be thorough, creative, and show knowledge of content.

- Students individually make a top ten list of either facts about the thirteen colonies or reasons why a particular historical event happened. The students should rank these from one to ten with number one being the most important. The list should be accurate and show a clear understanding of the assignment.

- Divide the class into six groups and number the groups one to six. Assign each group member a number from one to six. No group should have more than six members. Ask a question about Unit 6 and allow time for the groups to discuss it. Roll two dice. The left one represents the group number who will give the answer, and the right one represents the group member who will give the answer. If a group has less than six members, let anyone in the group answer when a number is rolled that is larger than the number in the group. If a group member answers correctly, his group earns a point.

Activity-Specific Assessments

- Activity 3: Students make a mini bulletin board to display the information that they collected through research. The displays should include a map with major landforms, geographic features, settlements, bodies of water, etc. There should also be illustrations and information about the culture of the area, climate, Native American tribes, natural resources, ways of life, and areas of interest. Map and illustrations should be neat, colorful, and creative. Information should be accurate and complete.

- Activity 4: Students label the places in the song “This Land is Your Land” on an outline map of the United States. They compose their own songs about the United States landforms, places, bodies of water, and other physical features. Each group shares its song with the rest of the class. A rubric should be devised by the teacher and students to assess this activity.

- Activity 6: Groups of students give oral presentations on the relationship between the assigned group of colonists and the Native Americans in the same area. The presentations should also include how both the colonists and the Native Americans adapted to their environment and what impact their actions had on the environment. The following is an example of a rubric that could be used to assess the presentations.
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 4     | Excellent                                                                   | 1. Group clearly explains the relationship between the colonists and the Native Americans.  
2. Group clearly explains how the colonists adapted to the environment and what impact their actions had on the environment.  
3. Group clearly explains how the Native Americans adapted to the environment and what impact their actions had on the environment. |
| 3     | Good                                                                        | Group clearly explains two parts and generally explains one part.         |
| 2     | Fair                                                                        | Group clearly explains one part and generally explains the rest.          |
| 1     | Poor                                                                        | Group clearly explains one part or generally explains all parts.          |
| 0     | Unsatisfactory                                                              | Group explains nothing.                                                 |

- **Activity 11**: 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 include an explanation of each image and how each image relates to the others. A rubric should be devised by the teacher and students to assess this activity.

- **Activity 14**: Students draw illustrations in four sections of a poster board to describe the French and Indian War. Each illustration should have an explanation that is clear and accurate. The illustrations should be creative, colorful, neat, accurate, and should show student effort.