


Fifth Grade Social Studies Curriculum Bundle #1

Title		Suggested Dates
European Colonization		August 25 – September 11, 2009 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Maps consist of multiple tools that assist in interpreting the information, such as the compass rose, key/legend, scale, grids, latitude and longitude, etc. • People move for economic, religious and political reasons. 	<ul style="list-style-type: none"> • What motivations did people have to leave their country of origin? • What geographical factors would determine where people settled in new lands? • How do the geographic features of the different regions effect the population and the economy?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25C organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25F use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p>TEACHER NOTE: The TEKS 5.25C and F integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>5th Grade Social Studies Horizons Text Book Pages 140 – New Spain 150 – New France 156 – English in Americas</p> <p>Websites Chesapeake Bay Lesson Biographies Anne Hutchinson John Smith Roger Williams</p>
<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Colonize • Geographic Features <p>Frequency: Students should always use terminology</p>	<p>In Spanish Anne Hutchinson John Smith TEKS Biographies from TEA Maps Colonial Trade Routes</p>

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	<p>correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>Colonial United States</p> <p>Slave routes</p> <p>French, Spanish, English Settlements</p> <p>Primary Source Documents Charter of Massachusetts Bay Colony</p>
<p>5.1 History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <p>5.1A explain when, where, and why groups of people colonized and settled in the United States; and</p>	<p>Regions of Colonization Teacher Note: This is not the 13 English Colonies. The students should be able to identify the areas that were settled by the French, Spain, Dutch and English.</p> <ul style="list-style-type: none"> • Where: Spain claimed Florida, Texas, the southwest and California. The French claimed land from Louisiana and north through Canada. Dutch originally settled New York and turned it over to the English, who claimed the Eastern part of the continent. • When: from the discovery of the New World in the late 1400s early 1500s by different countries. • Why: wealth, freedom of religion, find new trade routes and resources, acquire new land 	<p>Charter for Connecticut</p> <p>Mayflower Compact</p> <p>Primary Source Documents-Based Questions (DBQ) lessons Geography's Influence on Economic Patterns during the Colonial Period</p> <p>Song online</p> <p>Videos BrainPOP 13 Colonies</p>
<p>5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>5.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p>Teacher Note: As you cover the colonization period integrate map skills to introduce skills for each region. Example - Discuss resources from the legend and how those resources can affect the economy.</p> <p>Teach skills to include:</p> <ul style="list-style-type: none"> • legends, keys and symbols • map scale • compass roses <p>Such as:</p> <ul style="list-style-type: none"> • grid systems (coordinate grid) • city maps • latitude/longitude (coordinates) • types of maps (physical, political, historical) 	<p>Connected Tech Activity: Truths and Legends of Colonial America</p> <p>United Streaming search for “Early Settlers: The Era of Colonization” Show clips relevant to each colonial region. “Plymouth Plantation” “Exploring the World: The English Come to America: Jamestown and Plymouth” “The Pilgrims of Plymouth” School House Rock - No More Kings</p> <p>Print Materials</p> <ul style="list-style-type: none"> • Sarah Bishop by Scott O’Dell • Morning Girl by Michael Dorris • If You Lived in Colonial Times by Ann McGovern

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<p>5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>5.8A identify and describe the types of settlement and patterns of land use in the United States;</p>	<p>Cities, in general, have been built along waterways to provide transportation and water supply.</p> <p>Teacher Note: This is about the natural resources of different areas, if there is rich farm soil agricultural development occurs. People use lumber for housing or for making products. Fishing is done along the coast. Students should be able to identify how the land should be used based on the characteristics of the land or region.</p>	<ul style="list-style-type: none"> • If You Sailed on the Mayflower by Ann McGovern • A Lion to Guard Us by Claude Robert Bulla • The Double Life of Pocahontas by Jean Fritz • The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas by Scott O'Dell • Guests by Michael Dorris • Blood on the River by Elisa Carbone • Stranded at Plimouth Plantation: 1626 by Gary Bowen • Constance: A Story of Early Plymouth by Patricia Clapp • Sign of the Beaver by Elizabeth George Speare • Witch of Blackbird Pond by Elizabeth George Speare • A History of US, Book 2: Making the 13 Colonies by Joy Hakim • A History of US, Book 3: From Colonies to Country by Joy Hakim • The Nystrom Atlas of our Country's History • Colonial Williamsburg magazine
<p>5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>5.8B describe clusters of settlement in the United States and explain their distribution;</p>	<ul style="list-style-type: none"> • Spanish Missions in California • French Trappers in the Louisiana area and the Ohio Valley • English starting Roanoke <p>Such as:</p> <ul style="list-style-type: none"> • Original settlements and the growth of major cities occurred along coastal areas, the Great Lakes and rivers such as the Atlantic and Pacific Seaboards and the Mississippi River. 	
<p>5.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>5.9B identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and</p>	<ul style="list-style-type: none"> • Survival • Financial Gain <p>Teacher Note: People will adapt their environment and climate to first meet basic needs of survival, and then to make their lives better and for economic gain. For example, the early settlers built individual homesteads immediately upon arrival. As the community grew and prospered people built larger homes and towns became more specialized with craftspeople and tradespeople offering goods and services.</p>	<p>Webquests</p> <p>Lesson Plans:</p> <ul style="list-style-type: none"> • National Geographic: • Be a Geography Detective <p>Law Related Education</p> <p>A "Workable" Mayflower Compact, - Oct. 2003 Mystery of the Lost Colony of Roanoke - Nov. 2003 Squanto and Pilgrims – Nov. 2007</p>
<p>5.11 Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>5.11A identify the economic motivations for European exploration and settlement in the United States; and</p>	<p>Including:</p> <ul style="list-style-type: none"> • Spanish exploration for gold • French fur trading • Francis Drake took treasures from non-English ships and shared with the English government (Queen Elizabeth). <p>Teacher Note:</p> <ul style="list-style-type: none"> • The wealthy Europeans wanted more power, increased wealth through expanded territory, trade 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online.</p> <p>There is also a green CD available in each campus library titled "Virtual Economics." It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose "Browse Economics Lessons" then "Search by Standard" then "Texas." Lessons will be</p>

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	<p>routes and an access to natural resources.</p> <ul style="list-style-type: none"> • The poor Europeans hoped for opportunity in a new life and land. 	<p>displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels.</p>
<p>5.18 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>5.18D describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p>	<p>Including:</p> <p>Labor Day – started in 1882, is a celebration of the work put into building the country.</p>	<p>If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>