


## Fifth Grade Social Studies Curriculum Bundle #2

<b>Title</b>		<b>Suggested Dates</b>
English Colonies, Part 1 of 2		September 14 – October 2, 2009 (14 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• When creating a new society and trying to survive, people face many challenges.</li> <li>• People will look to established systems in times of uncertainty, such as the Mayflower Compact, which is based on ideas from Parliament.</li> </ul>	<ul style="list-style-type: none"> <li>• What are difficulties faced by people who are settling a new land?</li> <li>• What factors made the early U.S. colonies successful or not successful?</li> </ul>

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><b>Constitution Day is Sept. 17</b>—Legally, grades 3-12 have to study about the U.S. Constitution on September 17. Materials have been ordered for grades K-8, if you would like to use them. Modern Woodmen of America will deliver (in August to each campus) a teacher’s binder (which contains all levels of lessons) as well as a plastic bracelet and student activity book for each student. <b>Level 2, Lessons 1 and 3 are reserved for 5<sup>th</sup> grade use.</b> (You might do one of the lessons on September 17<sup>th</sup> and another lesson where it fits the curriculum.)</p>		
<p><b>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:</b></p> <p>5.25A differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p>	<ul style="list-style-type: none"> <li>• <b>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied. Examples include letters, diaries, autobiographies, artifacts, newspaper articles, photographs...</b></li> <li>• <b>Secondary sources include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events, but they produce secondary sources. Examples include encyclopedias, websites which give information on events in the past, textbooks...</b></li> </ul>	<p>5<sup>th</sup> Grade Social Studies Horizons Text Book Pages 160 – Jamestown 166 – Plymouth 167 – Mayflower Compact 188 – John Winthrop 194 – Roger Williams 195 – Anne Hutchinson 213-214 – William Penn 237 – James Oglethorpe</p> <p>Websites <a href="#">Chesapeake Bay Lesson</a> Connected Tech Activity: <a href="#">My Historic Birthday</a> Connected Tech Activity: <a href="#">Regions, States, and Populations</a></p>
<p><b>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>5.26A use social studies terminology correctly;</p>	<p><b>Assurance Words to be taught in-depth during this bundle include:</b></p> <ul style="list-style-type: none"> <li>• <b>Agriculture</b></li> </ul> <p><b>Frequency: Students should always use terminology correctly, in</b></p>	<p>Biographies Technology Applications Integrated Activity Connected Tech Activity: <a href="#">An American Leader’s Resume</a> <a href="#">Anne Hutchinson</a></p>

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	<p>writing, speaking, projects, etc.</p> <p><b>Mastery:</b> When students actively use them in all social studies activities without being prompted.</p> <p><b>Examples:</b> When students are able to correctly name a source as either primary or secondary.</p>	<p><a href="#">John Smith</a></p> <p><a href="#">Roger Williams</a></p> <p>In Spanish  <a href="#">Anne Hutchinson</a>  <a href="#">John Smith</a></p>
<p><b>5.1 History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</b></p> <p>5.1B describe the accomplishments of significant colonial leaders including John Smith, William Penn, Roger Williams, and Anne Hutchinson.</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• John Smith: colonization efforts of Virginia Company, Jamestown, work ethic (if you don't work, you don't eat)</li> <li>• Roger Williams: founded Providence, which became colony of Rhode Island, first colony to establish freedom of religion. Against taking land that belonged to Native Americans</li> <li>• Anne Hutchinson: helped found settlement of Portsmouth, Rhode Island</li> <li>• William Penn: established colony of Pennsylvania (refuge for Quakers and place where to create government based on their standards)</li> </ul> <p><b>Such As:</b></p> <ul style="list-style-type: none"> <li>• John Winthrop: brought Puritans to Massachusetts</li> <li>• James Oglethorpe: English leader who founded the colony of Georgia as a place where debtors from England could begin new lives.</li> <li>• William Bradford: Leader of the Pilgrims who came to North America on the Mayflower and founded Plymouth Colony in 1620.</li> </ul>	<p>Maps  <a href="#">Colonial trade routes</a>  <a href="#">Colonial United States</a>  <a href="#">Slave routes</a></p> <p>Primary Source Documents  <a href="#">Charter of Massachusetts Bay Colony</a>  <a href="#">Charter for Connecticut</a>  <a href="#">Mayflower Compact</a></p> <p>Primary Source Documents-Based Questions (DBQ) lessons  <a href="#">Geography's Influence on Economic Patterns during the Colonial Period</a></p> <p><a href="#">Song online</a></p>
<p><b>5.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>5.7A describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;</p>	<p><b>Population Regions:</b></p> <ul style="list-style-type: none"> <li>• Northern Colonies – population clustered along the coast, more densely populated.</li> <li>• Middle Colonies – population moved inland to find the rich farming soil.</li> <li>• Southern Colonies – Population was very spread out, plantations built along waterways to ship goods.</li> </ul> <p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• Political: Colonies (New England, Middle and Southern)</li> <li>• Native American Movement as English settlements grew.</li> </ul>	<p>Videos  <a href="#">BrainPOP 13 Colonies</a>  <a href="#">United Streaming</a> search for “Early Settlers: The Era of Colonization” Show clips relevant to each colonial region. <ul style="list-style-type: none"> <li>• “Plymouth Plantation”</li> <li>• “Exploring the World: The English Come to America: Jamestown and Plymouth”</li> <li>• “The Pilgrims of Plimoth”</li> </ul> <a href="#">School House Rock - No More Kings</a></p>
<p><b>5.9 Geography. The student understands how</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Building forts and fences to protect from Native American</li> </ul>	<p>Print Materials</p> <ul style="list-style-type: none"> <li>• Sarah Bishop by Scott O'Dell</li> </ul>

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<p><b>people adapt to and modify their environment. The student is expected to:</b></p> <p>5.9A describe ways people have adapted to and modified their environment in the United States, past and present;</p>	<p>attacks.</p> <ul style="list-style-type: none"> <li>• Moving settlement in order to have good drinking water.</li> <li>• Settlers clearing land to build houses and plant crops.</li> </ul> <p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• People have used local natural resources for building such as the Native Americans housing. For Example: log cabins in forested areas, adobe houses in the southwest and skins for tepees on the plains.</li> <li>• People have changes their environment by building dams, roads, bridges and other such infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Morning Girl</u> by Michael Dorris</li> <li>• <u>If You Lived in Colonial Times</u> by Ann McGovern</li> <li>• <u>If You Sailed on the Mayflower</u> by Ann McGovern</li> <li>• <u>A Lion to Guard Us</u> by Claude Robert Bulla</li> <li>• <u>The Double Life of Pocahontas</u> by Jean Fritz</li> <li>• <u>The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas</u> by Scott O'Dell</li> <li>• <u>Guests</u> by Michael Dorris</li> <li>• <u>Blood on the River</u> by Elisa Carbone</li> <li>• <u>Stranded at Plimouth Plantation: 1626</u> by Gary Bowen</li> <li>• <u>Constance: A Story of Early Plymouth</u> by Patricia Clapp</li> <li>• <u>Sign of the Beaver</u> by Elizabeth George Speare</li> <li>• <u>Witch of Blackbird Pond</u> by Elizabeth George Speare</li> <li>• <u>A History of US, Book 2: Making the 13 Colonies</u> by Joy Hakim</li> <li>• <u>A History of US, Book 3: From Colonies to Country</u> by Joy Hakim</li> <li>• <u>The Nystrom Atlas of our Country's History</u></li> <li>• <u>Colonial Williamsburg</u> magazine</li> </ul> <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 displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas</p>
<p><b>5.15 Government. The student understands how people organized governments in colonial America. The student is expected to:</b></p> <p>5.15A compare the systems of government of early European colonists; and</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• All colonies were either Royal or Proprietary.</li> <li>• Pennsylvania was proprietary – it was run by a person who owned it (William Penn) who had been chosen by the king.</li> <li>• Virginia was a royal colony – It was ruled by the monarch, and has a local leader (governor) appointed by the king.</li> </ul> <p><b>Such As:</b></p> <ul style="list-style-type: none"> <li>• Each colonial region was governed by a charter that established it as a colony. The individual charters dictated how much individual authority the colony was able to exercise and who held the various roles of authority.</li> <li>• New Englanders (white, male, landowners) were able to elect a governor and held town meetings, while the Governor of Virginia was appointed by the King and the local people were able to elect representatives to a legislative branch.</li> </ul>	
<p><b>5.15 Government. The student understands how people organized governments in colonial America. The student is expected to:</b></p> <p>5.15B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>	<ul style="list-style-type: none"> <li>• Mayflower Compact – written upon arriving in Plymouth and was the first example of self-rule in the New World. (one man = one vote, majority rule)</li> <li>• The Virginia House of Burgesses had elected representatives for each county in the colony.</li> </ul>	

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<p><b>5.23 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</b></p> <p>5.23A identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p>	<ul style="list-style-type: none"><li>• Puritans, Pilgrims, Catholics, Quakers (religious freedom)</li><li>• African slaves, Indentured servants, free Blacks, immigrants (forced immigration)</li><li>• Immigrants such as: Irish, Scots, German (Immigration by choice)</li></ul>	<p>to make that request.</p>
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