



Fifth Grade Social Studies Curriculum Bundle #3

Title	 	Suggested Dates
English Colonies and the Economy of the Colonies, Part 2 of 2		Oct. 4 – Oct. 22 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • People use the resources of their region to survive and prosper. • A free enterprise system encourages innovation and can lead to personal wealth. 	<ul style="list-style-type: none"> • How does a free enterprise system affect people’s ability to survive and prosper? • How did the colonists use the resources in their own region to create a livelihood?

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)
Teacher Note: This is the colonial time period but looking more closely at the concept of economics. The concepts taught here will support and be built on when studying the causes of the Revolutionary War as well as the Civil War later in the year.		
<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>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"> • Limited resources • Specialization • economic <p>Frequency: Students should always use terminology 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>5th Grade Social Studies Horizons Text Book Pages 200 – New England’s Economy 202 – Triangular Trade 215 – Market Towns 241 - Plantations</p> <p>Websites</p> <p>Biographies</p> <p>Maps U.S. Industry & Agriculture 1860 http://www.maps101.com/Application/Catalog/Product.aspx?cid=353&pid=738</p> <p>Videos (Be sure to login once you get to the BrainPop site!)</p>
<p>5.7 Geography. The student understands the concept of regions. The student is expected to:</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</p>	<p>Only the Economic regions</p> <ul style="list-style-type: none"> • free and slave states, • farming regions and industrial areas <p>Teacher Note:</p> <ul style="list-style-type: none"> • Southern Colonies were based around the economic principals 	

Fifth Grade Social Studies Curriculum Bundle #3

<p>activity;</p>	<p>of the plantations, slavery, and agriculture.</p> <ul style="list-style-type: none"> • The Middle Atlantic Colonies were based on the rich farm soils and the farm to market trade. Farms in this region were mostly family run with hired help and indentured servants. • New England developed industries around fishing, whaling, harvesting raw lumbar and ship building. A lot of their business included trading with England, Caribbean and Southern Europe. The beginning of the triangular trade route. 	
<p>5.10 Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p> <p>5.10B explain the economic patterns of early European colonists.</p>	<ul style="list-style-type: none"> • Virginia Company – a for profit group sending settlers to make the owners more money. <p>Teacher Note: The premise behind most of the colonies was about building wealth. Roanoke was intended to send lumber and raw materials to England. The Virginia Company founded Jamestown in order to “make money” by starting trading posts. The Pilgrims were seeking religious freedom, but they contracted with the Virginia Company and originally were trying to get to Virginia and were planning on sending furs, fish and lumber back in exchange for their transport.</p>	
<p>5.11 Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>5.11B identify major industries of colonial America.</p>	<ul style="list-style-type: none"> • New England – Whaling, Lumber, ship-building • Middle Atlantic – Breadbasket Farming and taking to market, specialized trades like blacksmith. • Southern – Single Crop Plantations: like tobacco, indigo, rice and cotton. 	
<p>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12A describe the development of the free enterprise system in colonial America and the United States;</p>	<p>Free enterprise: an economic system in which people can start and operate businesses for profit with little government control. (Examples: importing/exporting in North, cash crops in South)</p>	
<p>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12B describe how the free enterprise system works in the United States; and</p>	<ul style="list-style-type: none"> • Economic freedom to create own business, decide what to make, how much to produce, what price to charge • Voluntary exchange of goods/money (trade and barter systems) • Private property—you own business, not the government • Profit motive (to make money for self) • More specialization can occur 	

Fifth Grade Social Studies Curriculum Bundle #3

<p>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12C give examples of the benefits of the free enterprise system in the United States.</p>	<p>New products developed and competition for markets created (e.g. entrepreneur, Ben Franklin, Michael Dell; individual financial worth)</p>	
<p>5.13 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>5.13A explain how supply and demand affects consumers in the United States; and</p>	<p>More companies supplying product produces lower prices for customers</p> <ul style="list-style-type: none"> • For example, “current hot product” like gamestations - Wii vs. Playstation vs. the older Nintendo • For example, demand high/supply low – prices increase; demand low/supply high – prices decrease 	
<p>5.13 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>5.13B evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</p>	<p>Such as: cotton in demand → cotton gin invented → more cotton produced → more land needed → more slaves needed to work on land</p>	
<p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14A analyze how people in different parts of the United States earn a living, past and present;</p>	<ul style="list-style-type: none"> • Colonial settlements: whaling, shipbuilding, hunting, farming, cutting lumber • West: farming, ranching, mining for gold • Today: less dependent on geography and climate due to technological advancements. 	
<p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14B identify and explain how geographic factors have influenced the location of economic activities in the United States;</p>	<ul style="list-style-type: none"> • Climates effect on various crops. For example, harsh winters and rocky soil in New England limited farming, but supported fishing and shipbuilding • Natural Resources: Factories and mills were built along waterways to provide power and transportation for goods 	