

# **Somers Point School District**

## **Curriculum**

---

---

**Social Studies**

**Grade 5**

**July 2008**

**Board Approved: November 2008**

## Table of Contents

<b>Somers Point Schools Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Goals</b>	<b>Page 5</b>
<b>Philosophy/Educational Goals &amp; Beliefs</b>	<b>Pages 6</b>
<b>National and State Standards</b>	<b>Page 7</b>
<b>Scope and Sequence</b>	<b>Page 8-9</b>
<b>Goals/Essential Questions/Objectives/Instructional Tools/Activities</b>	<b>Pages 10-45</b>
<b>Benchmarks</b>	<b>Page 46</b>

**Somers Point School District**

**BOARD OF EDUCATION**

**Mr. Walt Wilkins, President**  
**Mr. William August, Vice President**  
**Mrs. Karen Broomall**  
**Mr. Joseph Hall**  
**Mrs. Constance J. Hiles**  
**Ms. Maureen Kern**  
**Dr. Gregg Pfund**  
**Mr. Joseph Toland**  
**Mr. Jay Turcotte**

**Gerald V. Toscano, Superintendent**  
**Suzanne Keller, Board Secretary**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

**Writers Names:**   Katie Schmid  
                          Robin Wolf-Smith  
                          Leslie Rutkowski  
                          Jeanette Cellucci  
                          Jill Shustock  
                          Mike Dalessio

**Administrator:** Jennifer Luff, Director of Curriculum

**Secretarial Staff:** Irene Burkhardt

# **Somers Point Schools**

## Mission and Beliefs

### **Mission**

*Empower each student to make responsible choices, meet challenges, achieve personal success, and to contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate, problem solvers across all disciplines.*

### **Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations.
- Are aware of community issues and take part in activities to better their community.
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively.
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners that have an understanding of their own strengths and weaknesses.
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future.
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life.

## **PROGRAM PHILOSOPHY, GOALS, AND BELIEFS**

### **Philosophy**

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

### **Educational Goals & Beliefs**

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

## **New Jersey State Department of Education Core Curriculum Content Standards**

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

To access the NJ Core Curriculum Content Standards go to: [http://education.state.nj.us/cccs/?\\_standard\\_matrix;c=6](http://education.state.nj.us/cccs/?_standard_matrix;c=6)

**In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.**

**To access the NJ Standards Clarification Project:**

<http://www.state.nj.us/education/aps/njscp/>

## 5<sup>th</sup> Grade Social Studies

### Scope and Sequence

<b>Quarter I</b>	
<p>I. Why Study Social Studies?</p> <ul style="list-style-type: none"> <li>a. The Themes of Social Studies - diversity, cooperation, change, interdependence, interaction within different environments</li> <li>b. History - sources of information, cause and effect, chronology</li> <li>c. Geography - location, place, movement, regions</li> <li>d. Civics &amp; Government, Economics, and Culture</li> </ul>	<p>II. The First Americans</p> <ul style="list-style-type: none"> <li>a. The Search for Early Peoples - How does the environment affect the ways people today move from place to place?</li> <li>b. Ancient Indians – What do people today do when their environment changes?</li> <li>c. Early Civilizations – How are the ways of life of people today different in different parts of the world?</li> </ul>
<p>III. Indians of North America</p> <ul style="list-style-type: none"> <li>a. Northwest Coast – How does living near an ocean affect the lives of people in coastal communities today?</li> <li>b. Southwest – What steps do people take today to help themselves live in a dry environment?</li> <li>c. Great Plains – How do people in your community use the resources in their environment?</li> <li>d. Eastern Woodlands – How does conflict affect the lives of people today?</li> <li>e. Middle America – How do people today meet their needs by borrowing ideas from others?</li> </ul>	
<b>Quarter II</b>	
<p>I. The Age of Exploration</p> <ul style="list-style-type: none"> <li>a. A Legendary Land – In what ways do we learn today about the world around us?</li> <li>b. Background to European Exploration – What conditions might lead people to explore the unknown today?</li> <li>c. Learn History Through Literature – Why was a cooperative effort needed for a successful voyage?</li> <li>d. Early Voyages of Exploration – In what ways can new facts change the way we think about events that happened in the past?</li> </ul>	<p>II. Encounters in the Americas</p> <ul style="list-style-type: none"> <li>a. Conquest of the Aztecs &amp; Incas – What might cause people of different cultures to fight with one another today?</li> <li>b. The Search for Gold and Riches – What are some reasons people take actions that involve risk and danger?</li> <li>c. New People in America – What brings people to a new place to live?</li> <li>d. Encounters with the French and Dutch – How can trade between cultures have both advantages and disadvantages?</li> <li>e. The English in the Americas – In what ways is cooperation better than conflict?</li> </ul>

### Quarter III

- I. Europeans Settle Throughout North America
  - a. The Spanish Borderlands – Why might a government today decide to expand its lands?
  - b. The Growth of New France – What steps do government today take to protect their interests?
  - c. The New England Colonies – What kinds of problems might divide people living in a group?
  - d. The Middle Colonies – In what ways do people from different cultures contribute to communities today?
  - e. The Southern Colonies – How might a crop or a product be important to a state or country today?

- II. Life in the British Colonies
  - a. Life in towns and cities – What different kinds of towns and cities are found in the US today?
  - b. Life on Plantations – How do societies today separate people into different groups?
  - c. Life on the Frontier – How do people today meet the challenges in their lives?

### Quarter IV

- I. Differences Divide Britain and Its Colonies
  - a. Government in the Colonies – Why might people today become unhappy with their government?
  - b. Quarrels & Conflicts – How do individuals and groups today work to make changes in their government?
  - c. Colonists Unite – What brings people together in difficult times?

- II. The War for Independence
  - a. At War with the Homeland – What might give one side an advantage over the other in a war today?
  - b. The Decision for Independence – Why is it important for leaders today to explain the reasons for their decisions?
  - c. Americans Take Sides – How do people's experiences affect the decisions they make?
  - d. Victory & Independence – How do people meet difficult challenges today?

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
		<b>Topic:</b> The Themes of Social Studies (diversity, cooperation, change, interdependence, interaction within different environments)	
		<b>Goal 1:</b> Explain ways people and places are alike and different. <b>Goal 2:</b> Analyze why conflicts occur and ways people settle their conflicts. <b>Goal 3:</b> Examine why some things change while others stay the same. <b>Goal 4:</b> Compare the actions of individuals and groups. <b>Goal 5:</b> Describe ways people and places affect one another.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	6.1.8.A.1 Analyze how events are related over time.  6.1.8.A.5 Examine current issues, events, or themes and relate them to past events.  6.1.8.A.9 Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Whose point of view matters?</li> <li>• How do you locate legitimate sources?</li> <li>• How are present events related to past events?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• There are varying perspectives on the meaning of historical events.</li> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Whole group: Create a K-W-L chart "Why Study Social Studies?"</li> <li>• Cooperative Learning: Divide the class into 5 groups and assign each group one of the Social Studies themes, they will read and create a poster to present to the class</li> <li>• Independent work: Create a "Themes" web upon completion of this topic</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook - vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> K-W-L chart Poster board & art supplies
			<b>Assessment:</b> Class work & class participation (K-W-L & web) Cooperative Learning project Homework Chapter Test Benchmark Test

<b>Suggested blocks of instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Topic:</b> History	<b>Goal 1:</b> Distinguish among sources of information about the past, including primary and secondary sources and oral histories. <b>Goal 2:</b> Identify factors that shape people’s perspective. <b>Goal 3:</b> Explain chronological order. <b>Goal 4:</b> Identify the cause and effect of an action and describe how to analyze an event.
4	6.1.8.A.3 Assess the credibility of primary and secondary sources.  6.1.8.A.4 Analyze data in order to see persons and events in context.  6.1.8.A.8 Compare and contrast competing interpretations of current and historical events.	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Whose point of view matters?</li> <li>• How do you locate legitimate sources?</li> <li>• How are present events related to past events?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• There are varying perspectives on the meaning of historical events.</li> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Whole Group: Students will describe a recent school event and answer the 5 “W” questions to analyze the event</li> <li>• Cooperative Learning: Students will examine a variety of primary &amp; secondary sources and compare and contrast them</li> <li>• Independent work: Students select a person from history and write a paragraph from that person’s point of view</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Primary and secondary sources (journals, letters, documents, textbooks, encyclopedias) <b>Assessment:</b> Class work & class participation (“W” questions & point of view paragraph) Cooperative Learning project Homework Chapter Test Benchmark Test

<b>Suggested blocks of instruction</b>	<u>Grade Level/Subject:</u> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</b>	
		<b>Topic: Geography</b>	
		<u>Goal 1:</u> Identify ways to describe location. <u>Goal 2:</u> Distinguish between physical and human features. <u>Goal 3:</u> Explain how humans and the environment affect each other. <u>Goal 4:</u> Describe ways people, goods, and ideas get from one place to another. <u>Goal 5:</u> Summarize what a region is.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
4	<p>6.6.8.A.3 Explain the spatial concepts of relative and absolute location and distance.</p> <p>6.6.8.B.1 Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.</p> <p>6.6.8.B.4 Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).</p> <p>6.6.8.D.3 Compare and contrast the primary geographic causes for world trade.</p>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• How does human migration affect a region?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction.</li> <li>• Both the physical characteristics and human inhabitants of regions change over time.</li> <li>• Regional geographic differences can result in social, economic and political differences.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Whole group: Describe Somers Point (where it is, what it is like, how people have changed it, how goods get there)</li> <li>• Cooperative Learning: Small groups design an icon/picture for each of the 5 themes of geography (hang in room)</li> <li>• Independent work: Write a description of your “ideal place” – include physical, human, and unique features</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Poster board & art supplies  <b>Assessment:</b> Class work & class participation (describing Somers Point & ideal place) Cooperative Learning Project Homework Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.</b>	
		<b>Topic: Civics &amp; Government, Economics, and Culture</b>	
		<b>Goal 1: Summarize what is included in the study of civics and government.</b> <b>Goal 2: Explain what an economy is.</b> <b>Goal 3: Identify the elements of a culture.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
4	<p>6.2.8.A.2 Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.</p> <p>6.2.8.E.6 Describe how one's heritage includes personal history and experiences, culture, customs, and family background.</p> <p>6.5.8.A.1 Discuss how needs and wants change as one ages and the impact of planning, spending and saving.</p> <p>6.5.8.A.5 Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is government and what can it do?</li> <li>• Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</li> <li>• What is the formal and informal relationship of the United States to other nations?</li> <li>• What social, political, and economic opportunities and problems arise when cultures interact?</li> <li>• How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Societies require rules, laws and government.</li> <li>• Governments can change based on the needs of people, their society and their culture.</li> <li>• Citizens can influence government in many ways if they choose to participate.</li> <li>• Nations interact with each other through trade, treaties and use of force.</li> <li>• The earth is a global community where the actions of one country can affect lives in other countries.</li> <li>• The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Whole group: Write <i>civics &amp; government</i>, <i>economics</i>, and <i>culture</i> on the board, ask students what each terms means to them and correct as needed</li> <li>• Independent project: "My Heritage" Create a poster displaying your family's heritage and culture</li> <li>• "Diversity Day" – Invite students and family members to bring in food and artifacts from different cultures</li> </ul> <p><b>Materials:</b></p> <p>Harcourt Brace <u>Social Studies</u> Textbook – vol. 1  <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a>  <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a>  Poster board &amp; art supplies  Party supplies</p> <p><b>Assessment:</b></p> <p>Class work &amp; class participation  Homework/Independent Project (My Heritage)  Chapter Test  Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: The Search for Early Peoples</b>	
		<b>Goal 1: Explain how Beringia was formed and why it was important.</b>	
		<b>Goal 2: Analyze theories of when the first peoples arrived in the Americas.</b>	
		<b>Goal 3: Describe the purpose of American Indian origin stories in Native American culture.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.8.A.3 Assess the credibility of primary and secondary sources.</p> <p>6.4.8.A.3 Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>6.4.8.A.5 Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How have my family's heritage and traditions influenced my current family life?</li> <li>• How am I connected to the past?</li> <li>• Why can traditions sometimes not be maintained?</li> <li>• What impact has New Jersey made on American history?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Whole group: Create a class "Native Americans" web, students share what they have previously learned</li> <li>• Cooperative Learning: Partners create a story &amp; illustration from the point of view of a nomad during the last Ice Age</li> <li>• Independent work: Label a map with Atlantic &amp; Arctic Oceans, Asia, Beringia, North &amp; South America, then draw arrows to show the path early peoples may have taken</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> maps of the North/South America region</p> <p><b>Assessment:</b> Class work &amp; class participation (web, maps) Cooperative Learning activity Homework Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b></p>	<p><b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p><b>Topic:</b> Ancient Indians</p>	
		<p><b>Goal 1:</b> Explain how Clovis-point technology improved hunting for early Native Americans.  <b>Goal 2:</b> Compare and contrast the lifeways of Native Americans during and after the time of giant mammals.  <b>Goal 3:</b> Summarize how farming began, and contrast the lifeways of the farmers and their ancestors.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
5	<p>6.1.8.A.1 Analyze how events are related over time.</p> <p>6.4.8.C.5 Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p> <p>6.6.8.D.1 Discuss how technology affects the ways in which people perceive and use places and regions.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Whole group: Students identify the basic needs that all people must satisfy in order to survive, how did earliest hunters meet these needs?</li> <li>Kinesthetic Learning: In gymnasium or outside, students practice throwing sticks as a spear-thrower would throw the atlatl</li> <li>Independent journal entry: Why was it important for hunters to work together? Why was the atlatl an important technological improvement?</li> </ul> <p><b>Materials:</b>  Harcourt Brace <u>Social Studies</u> Textbook – vol. 1  <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a>  <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a>  Sticks (or similar items)  Gymnasium or outdoor area</p> <p><b>Assessment:</b>  Class work &amp; class participation (atlatl, journal)  Homework  Chapter Test  Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Early Civilizations</b>	
		<b>Goal 1: Analyze what made the Olmec society a civilization.</b> <b>Goal 2: Compare and contrast the Mound Builder civilization with the Olmec civilization.</b> <b>Goal 3: Evaluate the accomplishments of the Anasazi civilization.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.8.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>6.1.8.A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Graphic Organizer/Compare &amp; Contrast chart “Early Civilizations” - compare the gov’t and religions of the Olmec, Mound Builder, and Anasazi civilizations</li> <li>Cooperative Learning: Divide class into 3 groups, each will make and present a model of a city from their “civilization”</li> <li>Independent Writing: You are an archaeologist and have been asked to create a speech on one of the 3 early civilizations to present to a local school</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Compare &amp; Contrast chart Art supplies</p> <p><b>Assessment:</b> Class work &amp; class participation (chart, speech) Cooperative Learning project Homework Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b> <b>Topic: Northwest Coast</b>	
		<b>Goal 1: Analyze the lifeways of the Northwest Coast Indians in relation to the rich resources of that region.</b> <b>Goal 2: Describe the Chinooks' traditions and their development of a thriving trade center.</b> <b>Goal 3: Explain why whaling was central to the culture of the Makahs.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	<p>6.1.8.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>6.1.8.A.11 Summarize information in written, graphic, and oral formats.</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p> <p>6.6.8.E.5 Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.</p>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• As a nation of immigrants, how should immigration best be regulated?</li> <li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>• Why does racial prejudice still exist?</li> <li>• Are we ethically responsible for resolving global problems?</li> <li>• Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The United States is a nation of immigrants.</li> <li>• Natural resources, hard work and innovation have shaped America.</li> <li>• Individual and group efforts have shaped the civil rights struggle in America.</li> <li>• Wealthy nations have a responsibility to aid other countries</li> <li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Map Activity – Students label which Indian groups lived in each of the 5 regions of the U.S. (may add info throughout the chapter)</li> <li>• Technology – Create a 'Chinooks' web on the computer and then write a paragraph about life on the Columbia River</li> <li>• Link to Art – Show pictures of totem poles created by the Northwest Coast Indians &amp; have students create their own totem pole</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 computers <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> U.S. maps Pictures of totem poles Art supplies <b>Assessment:</b> Class work & class participation (map activity) Homework Projects (computer & art) Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Southwest	
		<b>Goal 1:</b> Analyze the Hopis' ability to grow crops in a dry environment. <b>Goal 2:</b> Identify ways family members contributed to the survival of the Pueblo family. <b>Goal 3:</b> Describe how the Navajos lived before being influenced by the Hopis.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	<p>6.1.8.A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8.C.3 Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Independent Writing: Students imagine they are members of the Hopi tribe &amp; write a poem that describes how a period of drought affects their lives and what they have done to ensure survival</li> <li>Multimedia Project: Students choose another group of Indians living in the Southwest (Apaches, Zunis, Tohono O'odham, Pimas) &amp; create a slideshow (food, clothing, homes, religious beliefs, crafts, games, family roles, tools, daily life)</li> </ul> <p><b>Materials:</b></p> <p>Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 computers</p> <p><a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a></p> <p><a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a></p> <p><b>Assessment:</b></p> <p>Class work &amp; class participation (poems)</p> <p>Homework</p> <p>Multimedia Project</p> <p>Chapter Test</p> <p>Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Great Plains</b>	
		<b>Goal 1: Analyze the Mandans' ability to use limited resources to meet their needs.</b> <b>Goal 2: Describe how the Kiowas lived and made use of the things in their environment.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	6.1.8.A.4 Analyze data in order to see persons and events in context.  6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Whole Group: Discuss "cooperation" and brainstorm examples of goals that can be reached through cooperation (the Mandans were only able to successfully hunt buffalo through cooperation)</li> <li>Paired Learning: Students fill in a Venn Diagram ("The Mandans" and "The Kiowas") as they read the lesson with a partner – may put on poster board</li> <li>Cooperative Learning – Groups brainstorm resources used by the Plains Indians and their uses, organize info. into a two-column chart ("Resource" &amp; "Use")</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> poster board <b>Assessment:</b> Class work & class participation (Venn diagram) Homework Cooperative Learning Project Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Eastern Woodlands	
		<b>Goal 1:</b> Analyze the causes of conflict among the Iroquois and the role of the Great Council in achieving and maintaining peace. <b>Goal 2:</b> Describe how the Cherokees protected their villages and the role of the confederation in resolving conflicts among Cherokee tribes.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	6.1.8.A.5 Examine current issues, events, or themes and relate them to past events.  6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Cooperative Learning/Role-Playing – Groups research an Iroquois legend to read-aloud and role-play for the class (may use props and costumes)</li> <li>Whole Group: Have students draw 2 idea webs to describe the 2 types of Cherokee houses</li> <li>Independent work: Students fill in a two-column chart (“Conflict” and “Solution”) with examples of situations that involved conflict among the Indians of the Eastern Woodlands and solutions to the conflicts</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> charts & webs <b>Assessment:</b> Class work & class participation (web & chart) Homework Role-playing Activity Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Middle America	
		<b>Goal 1:</b> Identify three elements of Olmec culture that the Mayas adopted and improved on. <b>Goal 2:</b> Describe how the Aztecs adopted ideas from the Mayas and other Indian groups and built a vast empire.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
3	<p>6.1.8.A.1 Analyze how events are related over time.</p> <p>6.1.8.A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Create a Crossword Puzzle: Students create crossword puzzles on the computer with the lesson vocabulary terms and their own definitions as clues – may switch papers and solve</li> <li>Cooperative Learning – Split the class into 2 groups (“Mayas” and “Aztecs”), each group reads about and presents information about their culture</li> <li>Art Project – Students choose an aspect of Aztec art or architecture that impresses them and creates their own rendition (i.e. warrior headdress)</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 Computers (crossword puzzle website) <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Art supplies</p> <p><b>Assessment:</b> Class work &amp; class participation (puzzle &amp; group work) Homework Art Project Chapter Test &amp; Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> A Legendary Land	
		<b>Goal 1:</b> Hypothesize about the stories of early European and Asian visits to the Americas. <b>Goal 2:</b> Evaluate the actions of the Vikings in America. <b>Goal 3:</b> Analyze why no further efforts to explore the Americas were made for 500 years. <b>Goal 4:</b> Describe the shortcomings of Martin Behaim’s globe.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.8.A.6 Formulate questions based on information needs.</p> <p>6.4.8.C.1 Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.</p> <p>6.4.8.C.2 Trace the major land and water routes of the explorers.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Math Link: Students will measure the distance from Greenland to Vinland (Newfoundland) – tell them the Viking vessels averaged 50 miles per day, they will then calculate how long it would take to sail</li> <li>Make a Globe: To show what was wrong with Behaim’s globe, give each student a balloon and marker, they will blow it up half way and draw the world’s land areas, then blow it up fully to see his error</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> rulers balloons &amp; markers</p> <p><b>Assessment:</b> Class work &amp; class participation (measuring) Homework Globe Activity Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Background to European Exploration	
		<b>Goal 1:</b> Evaluate the influence of Marco Polo’s experiences in Asia and Europe. <b>Goal 2:</b> Explain how the events in Constantinople affected European dependence on Asian trade. <b>Goal 3:</b> Analyze how changes in the European governments and in technology led to exploration. <b>Goal 4:</b> Evaluate Portugal’s role in exploring new lands.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI’s)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	6.1.8.A.1 Analyze how events are related over time.  6.1.8.A.4 Analyze data in order to see persons and events in context.  6.4.8.C.1 Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.  6.4.8.C.6 Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• As a nation of immigrants, how should immigration best be regulated?</li> <li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>• Why does racial prejudice still exist?</li> <li>• Are we ethically responsible for resolving global problems?</li> <li>• Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The United States is a nation of immigrants.</li> <li>• Natural resources, hard work and innovation have shaped America.</li> <li>• Individual and group efforts have shaped the civil rights struggle in America.</li> <li>• Wealthy nations have a responsibility to aid other countries</li> <li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Visual Aid: Give students examples of Chinese calligraphy with meanings and pronunciations, explain that this was the sort of writing Marco Polo would have seen in China – brainstorm how he would have communicated</li> <li>• Paired Learning: Students fill in a cause-and-effect chart with at least 3 causes that led to the effect of European exploration/to find a new route for Asia</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Chinese calligraphy/characters Cause-and-effect chart <b>Assessment:</b> Class work & class participation (calligraphy) Homework Cause-and-effect Activity Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Learn History Through Literature</b>	
		<b>Goal 1: Analyze Columbus' motives for undertaking the voyage.</b> <b>Goal 2: Identify areas of potential conflict and cooperation between Columbus and his crew and between the Europeans and the Tainos.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.4.8.A.3 Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>6.4.8.A.5 Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</p> <p>6.4.8.C.2 Trace the major land and water routes of the explorers.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How have my family's heritage and traditions influenced my current family life?</li> <li>• How am I connected to the past?</li> <li>• Why can traditions sometimes not be maintained?</li> <li>• What impact has New Jersey made on American history?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Provide students with a list of vocab. words from the selection (reeds, summoned, unfurled, fluent, marvel, interpret, lagoon) – they will look them up in a dictionary and group the words into categories</li> <li>• Reading Selection: Read <i>I, Columbus: My Journal 1492-1493</i> aloud (textbook p. 130-135), students will then sketch scenes that follow the progression of Columbus's journal &amp; add captions</li> <li>• Writing Activity: Students imagine they are a crew member on Columbus's voyage &amp; write a letter home describing the people they have met on the island</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a></p> <p><b>Assessment:</b> Class work &amp; class participation (vocab., letter) Homework Art Project/Sketching Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
		<b>Topic:</b> Early Voyages of Exploration	
		<b>Goal 1:</b> Explain how Vespucci drew the conclusion that the lands Columbus and he had explored could not be the Indies. <b>Goal 2:</b> Summarize the experiences that led Balboa to reach the Pacific Ocean. <b>Goal 3:</b> Analyze how Magellan’s trip revealed the true nature of the Earth’s land and water forms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	6.1.8.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.  6.1.8.A.4 Analyze data in order to see persons and events in context.  6.4.8.C.2 Trace the major land and water routes of the explorers.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Whose point of view matters?</li> <li>How do you locate legitimate sources?</li> <li>How are present events related to past events?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>There are varying perspectives on the meaning of historical events.</li> <li>There are credible and questionable sources of information about historical and contemporary events.</li> <li>Historians establish justifiable timelines to connect significant events.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Whole group: Write the names of the various explorers and cartographers from the unit on the board, students will identify which countries these people came from and mapped or explored – discuss effects of diversity</li> <li>Independent work: Create a list of items that you would pack for a journey to explore America (items for eating, entertainment, trade, reminders of home)</li> <li>Cooperative Learning: Divide the class into 2 groups – one will draw a large wall map of the world as people imagined it before the explorations of Columbus, Vespucci, Balboa, and Magellan, the other will draw a wall map of the world after it was explored</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> <b>Assessment:</b> Class work & class participation Homework Map Project Chapter Test & Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Conquest of the Aztecs and Incas	
		<b>Goal 1:</b> Analyze the impact the Spanish conquistadors had on the Aztec civilization. <b>Goal 2:</b> Compare and contrast Pizarro’s treatment of the Incas with Cortes’s treatment of the Aztecs, and determine the impact of the Spanish conquest on the Incas.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI’s)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.8.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>6.1.8.A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8 C.4 Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Visual Aid: Students fill in a chart about the Aztecs and Incas (People, Location, Ruler, Conqueror) as they learn about this topic</li> <li>Art Project: Have students look at pictures of Aztec artwork (cups, jugs, jewelry, furniture, decorated weapons, statuettes, stone carvings), they will then create drawings of their favorites to be displayed in the classroom</li> <li>Independent work: Students fill in a summary chart, answering the 5 W’s at the conclusion of the lesson</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Aztecs/Incas chart Art supplies</p> <p><b>Assessment:</b> Class work &amp; class participation (charts) Homework Art Project Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> 5<sup>th</sup> Grade Social Studies</p>	<p><b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p><b>Topic:</b> The Search for Gold and Riches</p>	
		<p><b>Goal 1:</b> Summarize the results of Ponce de Leon’s explorations to find the Fountain of Youth.  <b>Goal 2:</b> Analyze the cause-and-effect relationship between the belief in the existence of Seven Cities of Gold and Coronado’s experiences.  <b>Goal 3:</b> Compare and contrast de Soto’s search for gold with that of Coronado.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI’s)</b> The student will be able to:</p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
5	<p>6.1.8 A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8 C.2 Trace the major land and water routes of the explorers.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Visual Aid: Students will use 3 different colored pencils to map out the routes taken by Ponce de Leon, Coronado, and de Soto and shade in the areas they explored</li> <li>Multimedia Project: Students choose an explorer to research and create a slideshow – include the region explored, object of exploration, and pictures</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 computers <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> U.S. maps Colored pencils</p> <p><b>Assessment:</b> Class work &amp; class participation (map) Homework Multimedia Project Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: New People in America</b>	
		<b>Goal 1: Summarize the changes Spanish colonization brought to New Spain.</b> <b>Goal 2: Compare and contrast the treatment of slaves in Africa, Europe, and New Spain in the sixteenth century.</b> <b>Goal 3: Analyze the conditions under which Africans were brought to New Spain and their treatment.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.4.8.C.8 Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.</p> <p>6.4.8.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.</p> <p>6.4.8.D.6 Identify factors that account for the establishment of African slavery in the Americas.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Independent Writing: Students imagine they are Bartolome de Las Casas, the Spanish friar who tried to protect the Indians – they will write a speech to convince the Spanish king to pass laws for the humane treatment of the native peoples</li> <li>Cooperative Learning – Groups of students will set up charts titled <i>Reasons for Coming to America</i> with 2 columns, headed <i>Spanish</i> and <i>Africans</i> – they will work together to fill in their charts &amp; share with the class</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Chart paper &amp; markers</p> <p><b>Assessment:</b> Class work &amp; class participation (speech, chart) Homework Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Encounters with the French and Dutch	
		<b>Goal 1:</b> Analyze the accomplishments of Jacques Cartier and Samuel de Champlain in eastern Canada and the Northeast. <b>Goal 2:</b> Explain the cause-and-effect relationship between the fur trade with the Europeans and the weakening of the Huron and Iroquois nations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	6.1.8.A.4 Analyze data in order to see persons and events in context.  6.1.8.A.11 Summarize information in written, graphic, and oral formats.  6.4.8.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Visual Aid: Students will use 3 different colored pencils to map out the routes taken by Cartier, Champlain, and Hudson, and color the regions and label the forts and settlements in Canada and the U.S. that were claimed by the French and Dutch</li> <li>Cooperative Learning/Role-play a Scene: Students will role-play the trading that occurred b/w the Indians and the French (must know what objects each group traded)</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> North America maps Colored pencils <b>Assessment:</b> Class work & class participation (map) Homework Role-playing Project Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> The English in the Americas	
		<b>Goal 1:</b> Hypothesize about what happened to the Roanoke family. <b>Goal 2:</b> Analyze the failures and successes of the Jamestown colony. <b>Goal 3:</b> Summarize how self-rule and aid from the Indians helped the Plymouth colony succeed.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.5.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>6.4.5.D.1 Analyze the political, social, and cultural characteristics of the English colonies.</p> <p>6.4.5.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Independent work: Students will write a diary entry as if they are a part of the Roanoke colony – they should write about their experiences during the 3 years that John White was back in England</li> <li>Cooperative Learning: Groups will draw illustrations and write captions that show the ways cooperation helped the English colonists at Jamestown and Plymouth, each group should share and discuss their drawings with the class</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Drawing paper &amp; colored pencils</p> <p><b>Assessment:</b> Class work &amp; class participation (diary) Homework Cooperative Learning Project Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> The Spanish Borderlands	
		<b>Goal 1:</b> Analyze Spain’s reasons for building presidios along the borderlands. <b>Goal 2:</b> Describe how horses changed Indian lifeways. <b>Goal 3:</b> Explain why the Spanish built missions and how the missions affected Indian lifeways.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.5.A.1 Analyze how events are related over time.</p> <p>6.1.5.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>6.4.5.D.7 Discuss Spanish exploration, settlement, and missions in the American Southwest.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Link to Music – Teacher will show students instruments used by the Indians (drums, flutes, gourd rattles) and Spanish (guitars, tambourines, castanets) and will play samples of Spanish and Mexican music</li> <li>Independent work – Students create models of Spanish haciendas and missions &amp; label the buildings, gardens, markets, villages, etc.</li> <li>Cooperative Learning – Groups will use the information from this lesson to write 10 riddles (ex: ‘I changed the way Indians moved from place to place. What am I?’ <i>horse</i>) to share with the class</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Musical instruments Art supplies</p> <p><b>Assessment:</b> Class work &amp; class participation (riddles) Homework Project (Build a Model) Chapter Test &amp; Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> The Growth of New France	
		<b>Goal 1:</b> Explain why the King of France made New France a royal colony. <b>Goal 2:</b> Describe how and why Marquette and Joliet found the Mississippi River. <b>Goal 3:</b> Analyze the importance of La Salle’s claims for France, and draw conclusions about why it was difficult to settle Louisiana.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	6.1.5.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.  6.1.5.A.11 Summarize information in written, graphic, and oral formats.  6.4.5.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Language Link – Students will use maps to compile a list of places in the U.S. and Canada that come from the French language (ex: St. Louis, Des Moines)</li> <li>Whole Group – Plan an expedition around the school and surrounding neighborhood, including what supplies to pack; students will write down observations as they explore, compare their mileage with that of the explorers</li> <li>Cooperative Learning – Divide the class into 2 groups to create advertisements to persuade the French to settle in New France or in Louisiana</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Maps of North America Art supplies <b>Assessment:</b> Class work & class participation (maps, explore) Homework Cooperative Learning Project - Advertisements Chapter Test & Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: The New England Colonies</b>	
		<b>Goal 1:</b> Analyze the reasons the Massachusetts Bay colony was established. <b>Goal 2:</b> Explain the reasons for disagreements with the Puritans and the effect of those disagreements on the colonization of New England. <b>Goal 3:</b> Explain how disagreements over land ownership changed the lives of the Indians living in the New England colonies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	6.1.8.A.2 Use critical thinking skills to interpret events, recognize bias, point of view, and context.  6.1.8.A.11 Summarize information in written, graphic, and oral formats.  6.4.8.D.4 Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Independent Writing – Students imagine they are newspaper reporters who have accompanied the Puritans to MA &amp; write a story about the Puritans for a newspaper back in England explaining why they went to N. America and what their lives are like</li> <li>Map Activity – Students will compare maps of New England with maps of England &amp; will find 15 places that share the same name</li> <li>Cooperative Learning – Groups will list the reasons that the New England colonists set up different colonies</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Maps of New England (U.S.) and England <b>Assessment:</b> Class work & class participation (article, maps) Homework Cooperative Learning Project Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: The Middle Colonies</b>	
		<b>Goal 1: Compare and contrast the settlements in the middle colonies.</b> <b>Goal 2: Describe the Dutch influence on colonial New York.</b> <b>Goal 3: Identify the immigrants' contributions to Pennsylvania.</b> <b>Goal 4: Analyze the relationships between the settlers and the Indians.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.1.8.A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.</p> <p>6.4.8.D.4 Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• As a nation of immigrants, how should immigration best be regulated?</li> <li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>• Why does racial prejudice still exist?</li> <li>• Are we ethically responsible for resolving global problems?</li> <li>• Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The United States is a nation of immigrants.</li> <li>• Natural resources, hard work and innovation have shaped America.</li> <li>• Individual and group efforts have shaped the civil rights struggle in America.</li> <li>• Wealthy nations have a responsibility to aid other countries</li> <li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Cooperative Learning – Students create a time line that provides important dates &amp; illustrations from 1620-1700, they will display their time lines in the classroom</li> <li>• Independent Writing – Students imagine they are living in Europe and heard about William Penn's colony in the Americas; they will write a letter to Penn explaining why they want to leave Europe and what they expect to find in PA, and how they can be of service to the community</li> <li>• Create a Poster – Student will use the Internet to research the natural resources of Pennsylvania (animals, birds, fish, trees, rich soil, waterways) and will create a poster</li> </ul> <p><b>Materials:</b>  Harcourt Brace <u>Social Studies</u> Textbook – vol. 1  <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a>  <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a>  Art supplies</p> <p><b>Assessment:</b>  Class work &amp; class participation (letter)  Homework  Projects (time lines, posters)  Chapter Test &amp; Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> The Southern Colonies	
		<b>Goal 1:</b> Analyze the importance of cash crops to the southern colonies. <b>Goal 2:</b> Explain the reasons Maryland was founded. <b>Goal 3:</b> Explain how colonists in the Carolinas made a living. <b>Goal 4:</b> Analyze why plantations began to develop in Georgia. <b>Goal 5:</b> Analyze the reasons for wars between the Indians and the English settlers.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
5	<p>6.4.8.D.3 Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.</p> <p>6.4.8.D.4 Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.</p> <p>6.4.8.D.5 Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.</p>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Independent work – Students will write a word or phrase that best describes each vocabulary term for this section (cash crop, House of Burgesses, naval stores, indigo, debtors)</li> <li>Graphic Organizer: <i>The Carolinas</i> – Students will fill in a graphic organizer comparing North and South Carolina, they will then write a paragraph about how people made a living there</li> <li>Cooperative Learning – Students will create a travel brochure about one colony discussed in the lesson – include a description of the land, ways people made a living, and freedoms allowed</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Art supplies <b>Assessment:</b> Class work & class participation (vocab, web) Homework Travel Brochure Project Chapter Test & Benchmark Test

<b>Suggested blocks of instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Life in Towns and Cities</b>	
		<b>Goal 1: Analyze the characteristics of colonial New England towns.</b> <b>Goal 2: Evaluate the role of market towns in the middle colonies.</b> <b>Goal 3: Explain how county seats served their regions.</b> <b>Goal 4: Identify the factors that contributed to the growth of cities.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
6	6.1.8.A.7 Use effective strategies for locating information.  6.1.8.A.11 Summarize information in written, graphic, and oral formats.  6.4.8.D.1 Analyze the political, social, and cultural characteristics of the English colonies.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Role-Playing Activity – Have students role-play a town meeting (3 students will be town leaders and the rest will be voters), students will vote for a constable, a herder, and a new board</li> <li>Independent Writing – Students choose a job from the lesson, explain what skills were needed for a person in the position, &amp; describe what a typical day was like for a person in that vocation</li> <li>Cooperative Learning – Students fill in a web (<i>Towns and Cities</i> in the center and <i>New England Towns, Market Towns, County Seats, and Cities</i> around it) and add details about each town or city</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Graphic Organizer <b>Assessment:</b> Class work & class participation (role-play, web) Homework Chapter Test Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Life on Plantations</b>	
		<b>Goal 1: Summarize the economic functions of a plantation.</b> <b>Goal 2: Compare and contrast the lives of indentured servants and the lives of slaves.</b> <b>Goal 3: Draw conclusions about the advantages and disadvantages of plantation life.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
7	<p>6.1.8 A.4 Analyze data in order to see persons and events in context.</p> <p>6.1.8 A.11 Summarize information in written, graphic, and oral formats.</p> <p>6.4.8 D.2 Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• As a nation of immigrants, how should immigration best be regulated?</li> <li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>• Why does racial prejudice still exist?</li> <li>• Are we ethically responsible for resolving global problems?</li> <li>• Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The United States is a nation of immigrants.</li> <li>• Natural resources, hard work and innovation have shaped America.</li> <li>• Individual and group efforts have shaped the civil rights struggle in America.</li> <li>• Wealthy nations have a responsibility to aid other countries</li> <li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Whole Group – Read <i>The Kidnapped Prince: The Life of Olaudah Equiano</i> aloud, then have kids write a summary of Equiano’s life and express their feelings about his experiences</li> <li>• Independent work – Have students draw pictures and write captions to represent facts they have learned about life on plantations</li> <li>• Cooperative Learning – Groups will make 2 lists to describe the ways in which plantation life separated people into different and unequal groups &amp; the ways in which people on plantations were interdependent</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Book: <i>The Kidnapped Prince</i></p> <p><b>Assessment:</b> Class work &amp; class participation (book, pictures) Homework Cooperative Learning Project Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		<b>Topic:</b> Life on the Frontier	
		<b>Goal 1:</b> Analyze the importance of the Great Wagon Road. <b>Goal 2:</b> Describe what life was like in the backcountry. <b>Goal 3:</b> Explain why the Ohio River valley was so important to both the French and the English.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
7	6.1.8 A.4 Analyze data in order to see persons and events in context.  6.1.8 A.7 Use effective strategies for locating information.  6.4.8 D.2 Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Independent Writing – Students imagine they are among a group of settlers who traveled over the Great Wagon Road and write a story that describes their experiences and feelings on the journey, including challenges they faced</li> <li>Map Skills – Students will make a map of the route the settlers might have taken to reach the frontier – include land, water, other physical features, and a map key</li> <li>Cooperative Learning – Students will create a survival guide for colonists who plan to move to the frontier – include farming hints, dangers of the frontier, directions for making soap, candles, etc.</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> U.S. map outline Art supplies <b>Assessment:</b> Class work & class participation (writing, maps) Homework Survival Guide Project Chapter Test & Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Government in the Colonies</b>	
		<b>Goal 1: Compare and contrast government in Britain with government in the colonies.</b> <b>Goal 2: Analyze the causes of the French and Indian War and its effects on the colonies and Britain.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
7	<p>6.1.8 A.11 Summarize information in written, graphic, and oral formats.</p> <p>6.4.8 D.1 Analyze the political, social, and cultural characteristics of the English colonies.</p> <p>6.4.8 D.2 Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Cooperative Learning – Divide the class into groups (George Washington, Gen. Edward Braddock, Sir William Johnson, Marquis de Montcalm, Gen. James Wolfe, Gen. James Murray), they will write a summary of the assigned leader's role in the French and Indian War &amp; will make an illustration of the leader or one of his battles</li> <li>Paired Learning – Students will make a two-column chart: <i>Why Colonists Became Unhappy with British Rule</i>, label one column <i>Cause</i> and one column <i>Effect</i>, pairs will work together to complete the chart and present to the class</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> Art supplies</p> <p><b>Assessment:</b> Class work &amp; class participation (charts) Homework Cooperative Learning Project Chapter Test Benchmark Test</p>

<b>Suggested blocks of instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Quarrels and Conflicts</b>	
		<b>Goal 1: Explain the causes and effects of the Sugar Act of 1764.</b> <b>Goal 2: Analyze the meaning of no taxation without representation in relation to the Stamp Act.</b> <b>Goal 3: Evaluate the unifying effects of the actions colonists took to protest the British laws.</b> <b>Goal 4: Summarize the results of the Stamp Act Congress.</b>	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
7	6.1.8 A.1 Analyze how events are related over time.  6.1.8 A.5 Examine current issues, events, or themes and relate them to past events.  6.4.8 D.1 Analyze the political, social, and cultural characteristics of the English colonies.  6.4.8 E.1 Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Class discussion – Communication in colonial times was very slow according to today’s standards – it would often take days for news to travel; discuss how news is spread today</li> <li>Graphic Organizer – Students will make a <i>Taxes and Government</i> graphic organizer to show cause and effect (in the <i>Cause</i> column list <i>French &amp; Indian War, no colonist vote in Sugar Act or in Stamp Act, and angry colonists</i>), they identify each effect</li> <li>Whole group – Read one of the speeches Patrick Henry made to the VA legislature concerning the Stamp Act, then have class consider why Henry’s speeches had such a powerful influence on the legislature</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a>  <b>Assessment:</b> Class work & class participation (discussion, speech, graphic organizer) Homework Chapter Test & Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: Colonists Unite</b>	
		<b>Goal 1: Analyze the success of the Committees of Correspondence in fostering cooperation.</b> <b>Goal 2: Evaluate whether the Boston Tea Party achieved the expected results.</b> <b>Goal 3: Explain the purpose and achievements of the Continental Congress.</b> <b>Goal 4: Summarize the events at Lexington and Concord.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
6	<p>6.4.8 E.1 Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.</p> <p>6.4.8 E.2 Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.</p> <p>6.4.8 E.3 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.</p>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Paired Learning – Groups brainstorm &amp; list the ways the colonists worked together to protest British rule in the colonies, share with class &amp; evaluate the success of the colonists' efforts</li> <li>Cooperative Learning – Students will imagine they are living in the colonies during the early 1770s &amp; create a time capsule to be opened in 200 years (incl. drawings of people, 'newspaper articles' describing events, and objects that will show what colonial life was like)</li> <li>Create a Crossword – Students will use the computer to create a crossword puzzle with terms &amp; definitions from this unit, print them out &amp; switch papers</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> boxes for "time capsules"  <b>Assessment:</b> Class work & class participation (list, crossword) Homework Time Capsule Project Chapter Test & Benchmark Test

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: At War with the Homeland</b>	
		<b>Goal 1: Interpret the goals and intent of the Second Continental Congress.</b> <b>Goal 2: Analyze the strengths and weaknesses of the Continental army.</b> <b>Goal 3: Compare and contrast the British army with the Continental army.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
6	<p>6.1.8 A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8 E.1 Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.</p> <p>6.4.8 E.3 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Whole Group – Discuss the purpose of rules when playing a game or sport &amp; how Washington made rules for his soldiers, then choose a game or sport and list its rules (may create new rules as well)</li> <li>Graphic Organizer: <i>Comparing Two Armies</i> – Students will compare the Continental and British armies (# of soldiers, previous army experience, name of commander, weapons &amp; training)</li> <li>Cooperative Learning – Groups will research information on a topic (<i>The Continental Army Uniform and Equipment, The British Army Uniform and Equipment, The Indian Way of Fighting a War, The British Way of Fighting a War</i>) and present their findings to the class</li> </ul> <p><b>Materials:</b></p> <p>Harcourt Brace <u>Social Studies</u> Textbook – vol. 1  <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a>  <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a></p> <p><b>Assessment:</b></p> <p>Class work &amp; class participation (chart)  Homework  Cooperative Learning Research Project  Chapter Test &amp; Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</b>	
		<b>Topic: The Decision for Independence</b>	
		<b>Goal 1: Evaluate the impact of Thomas Paine's <i>Common Sense</i> and Richard Henry Lee's speech to the Second Continental Congress.</b> <b>Goal 2: Summarize Thomas Jefferson's organization and purpose for each part of the Declaration of Independence.</b>	
	<b>Objectives / Cluster Concepts/ Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
6	<p>6.1.8 A.4 Analyze data in order to see persons and events in context.</p> <p>6.1.8 A.11 Summarize information in written, graphic, and oral formats.</p> <p>6.4.8 E.2 Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.</p> <p>6.4.8 E.3 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Paired Learning – Students pronounce and discuss the vocabulary terms (revolution, independence, allegiance, declaration, grievance), then identify a synonym for each word</li> <li>Independent Writing – Students will write a diary entry from the point of view of either a Patriot (against British rule) or a Loyalist (who supported the British monarch and laws)</li> <li>Cooperative Learning – Students imagine TV existed in 1776 &amp; write and present a 30-second commercial explaining to the American public what the Declaration of Independence is and why it is important</li> </ul> <p><b>Materials:</b> Harcourt Brace <u><a href="#">Social Studies</a></u> Textbook – vol.1 <u><a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a></u> <u><a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a></u></p> <p><b>Assessment:</b> Class work &amp; class participation (vocab, diary) Homework Cooperative Learning Project - Commercial Chapter Test Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b></p>	<p><b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p><b>Topic:</b> Americans Take Sides</p>	
		<p><b>Goal 1:</b> Analyze how religious beliefs influenced choices in taking sides during the American Revolution.</p> <p><b>Goal 2:</b> Summarize the role colonial women played in the Revolution.</p> <p><b>Goal 3:</b> Draw conclusions as to why most American Indian tribes chose to stay out of the war.</p> <p><b>Goal 4:</b> Explain the motives of free and enslaved Africans in siding with the Americans or British.</p>	
	<p><b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
6	<p>6.4.8 D.4 Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.</p> <p>6.4.8 D.5 Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.</p> <p>6.4.8 E.7 Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> <li>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Graphic Organizer: <i>Revolution and the Churches</i> – Students will organize the various church groups into 3 columns (Patriots, Loyalists, Pacifists)</li> <li>Cooperative Learning – Groups will be assigned a woman's name (Mary Ludwig Hays/Molly Pitcher, Nancy Hart, Mary Slocumb, Phillis Wheatley, Mercy Otis, Abigail Adams) &amp; will prepare a short presentation about how she was influential in the War</li> <li>Independent Writing – Students will write 2 paragraphs comparing and contrasting the Native American approach to the environment (a belief in respecting the balance of nature) with that of colonists</li> </ul> <p><b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a></p> <p><b>Assessment:</b> Class work &amp; class participation (organizer) Homework Cooperative Learning Project (Women in the War) Chapter Test &amp; Benchmark Test</p>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>5<sup>th</sup> Grade Social Studies</b>	<b>Big Idea:</b> The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
	<b>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Topic:</b> Victory and Independence	<b>Goal 1:</b> Evaluate the contributions to the Patriot cause by individuals from other countries and from the colonies. <b>Goal 2:</b> Analyze the reasons for the victory of the Continental army over the British at Yorktown. <b>Goal 3:</b> Summarize the terms of the Treaty of Paris.
7	<p>6.4.8 A.1 Analyze how events are related over time.</p> <p>6.4.8 A.4 Analyze data in order to see persons and events in context.</p> <p>6.4.8 E.1 Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.</p> <p>6.4.8 E.2 Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.</p>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As a nation of immigrants, how should immigration best be regulated?</li> <li>Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li> <li>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li> <li>Why does racial prejudice still exist?</li> <li>Are we ethically responsible for resolving global problems?</li> <li>Is America a land of opportunity?</li> </ul> <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The United States is a nation of immigrants.</li> <li>Natural resources, hard work and innovation have shaped America.</li> <li>Individual and group efforts have shaped the civil rights struggle in America.</li> <li>Wealthy nations have a responsibility to aid other countries</li> </ul> <p>The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</p>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Independent Writing – Students will write interview questions &amp; answers as if they have spoken to a War hero (John Paul Jones, Nathan Hale, Ethan Allen, George Rogers Clark, Francis Marion, Nathanael Greene)</li> <li>Graphic Organizer: <i>Challenges Colonists Faced in the American Revolution</i> – Students will fill in a chart (<i>Challenges and Responses</i>) to show the challenges colonists faced during the War &amp; how they responded to each</li> <li>Role-Playing – Students will pretend they are either British or American and that the Treaty of Paris has just been signed, they will write a paragraph stating their opinion on the outcome of the Treaty and will share their response</li> </ul> <b>Materials:</b> Harcourt Brace <u>Social Studies</u> Textbook – vol. 1 <a href="http://www.TeachingHistory.org">www.TeachingHistory.org</a> <a href="http://www.DigitalHistory.uh.edu">www.DigitalHistory.uh.edu</a> <b>Assessment:</b> Class work & class participation (interview ?s) Homework Role-Playing Activity Chapter Test & Benchmark Test

# 5<sup>th</sup> Grade Social Studies

## COURSE BENCHMARKS

The student will be able to...

<b>Quarter I</b>
<ul style="list-style-type: none"><li>• Identify and use the parts of a map</li><li>• Understand how the environment affected the lives of early peoples</li><li>• Compare and contrast the different ways of life of early peoples living in different parts of the Americas</li><li>• Analyze the causes of conflict amongst early peoples</li><li>• Describe how people meet their needs by borrowing ideas from others</li></ul>
<b>Quarter II</b>
<ul style="list-style-type: none"><li>• Explain the ways early Europeans learned about the world around them</li><li>• Compare and contrast the voyages of early explorers</li><li>• Determine the impact of the Spanish on the Aztec and Inca civilizations</li><li>• Analyze what brought the Spanish and the Africans to the Americas to live</li><li>• Identify how cooperation helped the English colonists at Jamestown and Plymouth</li></ul>
<b>Quarter III</b>
<ul style="list-style-type: none"><li>• Identify reasons the Spanish government decided to expand its lands in North America</li><li>• List the steps the French government took to protect its interests in New France</li><li>• Describe how people from different cultures contributed to life in different colonies</li><li>• Analyze the reasons for wars between the Indians and the English settlers</li><li>• Compare and contrast life in the different kinds of towns, cities, and lands found in the British colonies</li></ul>
<b>Quarter IV</b>
<ul style="list-style-type: none"><li>• Identify reasons the British colonies became unhappy with British rule</li><li>• Describe how people in the colonies worked to make changes in their government</li><li>• Analyze what gave the British army an advantage over the Continental army as the Revolutionary War began</li><li>• Explain why it was important for colonial leaders to explain their decision to break free from colonial rule</li><li>• List the ways the colonists met the challenges of their war for independence</li></ul>