

**Griswold Middle School**  
**Grade 5**  
**Social Studies Curriculum Map**

Unit Title	Indigenous people in North America	Exploration and Early Settlements	The Thirteen Original Colonies	The American Revolution
<b>Unit Overview</b>	An evaluation of indigenous cultures of North America and their perspective of colonization. Students will explore the cultural practices and patterns of the indigenous peoples in North America. By researching information about different Connecticut tribes in small groups, students will compare and contrast each tribe's cultural practices. They will also evaluate the impacts of colonization on indigenous people and their ways of life.	An examination of the New World Explorers and early American settlement. Students will explain reasons that lead people to leave Europe for the New World. Through research on early explorers, students will evaluate the lasting impact of early settlements on indigenous people's way of life including slavery. They will also investigate the similarities and differences of the early colonies from the perspective of religion, economy, and geography.	An exploration of the original Thirteen Colonies and their people. Students will research the 13 Colonies- New England, Middle, and Southern Colonies- and explain how these early colonies were developed, their governmental structures, and the role indentured servants and slaves played in the colonies. Students will also investigate the growing tensions between the British and Colonies.	An investigation of the key causes and events of the American Revolution. Students will identify the causes of and analyze the effects of the French and Indian War that lead to the conflicts between the British and the colonies. Students will investigate the division between Loyalist, Patriots, and England. Students will analyze the vital roles played by the indigenous peoples, slaves, and women during the American Revolution. By the end of the year, students will understand how our national identity was created through our founding documents.
<b>Duration</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Priority Standards</b>	<p><b>GEO 5.2</b> Explain how culture influences the way people modify and adapt to their environments.</p> <p><b>HIST 5.5</b> Explain connections among historical contexts and people's perspectives at the time.</p>	<p><b>HIST 5.10</b> Use evidence to develop a claim about the past.</p> <p><b>ECO. 5.3</b> Explain why individuals and businesses specialize and trade.</p>	<p><b>CIV 5.1</b> Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p><b>CIV 5.2</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	<p><b>HIST 5.4</b> Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p><b>HIST 5.7</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>
<b>Essential Questions</b>	How do available resources affect a culture's way of life?	Is America a land of political, economic, and social opportunity?	How do Americans define freedom and equality?	Is there an American national identity; what does it mean to be American?

	What cultural practices of indigenous Americans influenced how they used land and interacted with each other?	Why did certain groups of people want to leave Europe to colonize the Americas?	What were the economic contributions and opportunities in the various colonies?	How did the development of the colonies and the American Revolution contribute to an American identity?
<b>Instructional Strategies</b>	Accountable talk, close read, graphic organizers, summarizing and note taking, formative assessment process, effective questioning, project-based learning.	Accountable talk, conferencing, graphic organizers, cooperative learning, formative assessments, project-based learning, effective questioning, identifying similarities, graphic organizers, and differences.	Accountable talk, cooperative learning, project-based learning, formative assessment, identifying similarities, graphic organizers, and differences, note-taking and summarizing.	Accountable talk, cooperative learning, graphic organizers, debate, inquiry-based learning, graphic organizers, summarizing and note taking, similarities and differences, formative assessments.
<b>Key Resources and Texts</b>	<p>History Alive! America's Past</p> <ul style="list-style-type: none"> <li>Chapter 2- Native Americans and Their Land</li> <li>Chapter 3- Native American Cultural Regions</li> </ul> <p>Brain Pop-Christopher Columbus and American Indian</p> <p>Kids Discover Magazines</p> <ul style="list-style-type: none"> <li>Native America</li> <li>Columbus</li> </ul> <p>Rockin Resources-Native American Unit by Pam Olivier</p>	<p>History Alive! America's Past</p> <ul style="list-style-type: none"> <li>Chapter 5- Routes of Exploration in the New World</li> <li>Chapter 6- Early English Settlements</li> </ul> <p>Brain Pop-Pocahontas and Thanksgiving</p> <p>Kids Discover Magazines</p> <ul style="list-style-type: none"> <li>Colonial America</li> </ul> <p>Youtube</p> <ul style="list-style-type: none"> <li>Top 5 Roanoke's "Lost Colony" Disappearance Theories.</li> </ul> <p>Chronicle of America-Colonial Times 1600-1700</p> <p>Explorers of the World VHS</p> <p>Colonial Life for Children</p> <p>Jamestown and Plimoth Plantation DVD</p>	<p>History Alive! America's Past</p> <ul style="list-style-type: none"> <li>Chapter 7- Comparing the Colonies</li> <li>Chapter 8-Facing Slavery</li> <li>Chapter 9- Life in Colonial Williamsburg</li> </ul> <p>Brain Pop-13 Colonies</p> <p>Kids Discover Magazine</p> <ul style="list-style-type: none"> <li>Colonial America</li> </ul> <p>Youtube</p> <ul style="list-style-type: none"> <li>13 Colonies by Mr. Beats</li> </ul>	<p>History Alive! America's Past</p> <ul style="list-style-type: none"> <li>Chapter 10- Growing Tensions Between the Colonies and Britain</li> <li>Chapter 11- To Declare Independence or Not</li> <li>Chapter 12- The Declaration of Independence</li> <li>Chapter 13- The Revolutionary War</li> </ul> <p>Brain Pop: Causes of the American Revolution and the American Revolution</p> <p>Kids Discover Magazine</p> <ul style="list-style-type: none"> <li>Washington</li> <li>Revolutionary Women</li> <li>1776</li> </ul> <p>The American Revolution Set 1-6 VHS</p> <p>Founding Fathers Volume 1 DVD</p> <p>Founding Fathers Volume 2 DVD</p> <p>**Review and Edit Sections of these two videos. Content on some Founding Fathers not appropriate for Grade 5.</p>
<b>Assessments</b>	Classwork, quizzes, tests, projects, homework and argumentative writing task.	Classwork, quizzes, tests, projects, homework and writing task.	Classwork, quizzes, tests, projects, and homework.	Classwork, quizzes, tests, projects, homework and argumentative writing task.

<b>Performance Tasks</b>	Creation of Native American artifacts relating to daily life.	Creation of their own colony from selecting supplies, people, site, and tasks that will establish their settlement and assure survival for one year.	Creation of a Colonial Newspaper, Journal, Children’s Book, or Play- students will write about a Middle or Southern colony realistically.	Construct a informational timeline from 1750 to 1775 of the events that led up to the Revolutionary War.
<b>Writing Tasks</b>	<p>Should the United States rename Columbus Day to Native American Day?</p> <p>Read: (3 articles) Why We Celebrate Columbus Day By Scholastic</p> <p>More Cities Are Recognizing Native Americans on Columbus Day By Mary Hudetz</p> <p>Columbus Day By the History Channel</p> <p>View: Columbus - Brain Pop American Indians- Brain Pop</p>	<p>Based on your colony investigation and research, identify the characteristics that you think would make a colony successful. Be able to defend your selections with evidence you have gathered.</p> <p>Read: (3 settlements) Roanoke, Jamestown, and Plymouth History Alive! Pages 60-65</p> <p>View: Pocahontas- Brain Pop Thanksgiving- Brain Pop</p> <p>Colonial Life for Children-DVD (Plimoth Plantation) GMS Library</p> <p>Colonial Life for Children- DVD (Jamestown) GMS Library</p>	<p>Based on colony investigation and research on a Middle or Southern Colony, students will create a realistic newspaper, 7 day journal, children’s book on daily life, or play with a colonial message.</p> <p>Read: Colonial Life Book from teacher.</p> <p>Read: History Alive!</p> <ul style="list-style-type: none"> <li>● Chapter 7- Comparing the Colonies</li> <li>● Chapter 8-Facing Slavery</li> <li>● Chapter 9- Life in Colonial Williamsburg</li> </ul> <p>View: 13 Colonies - Brain Pop</p>	<p>Three Americans who were at the forefront of American’s quest for independence from England were: Thomas Jefferson, Benjamin Franklin, and George Washington. Pick <u>one</u> man and write a persuasive essay on: Who was the most important Founding Father in America’s quest for independence and freedom?</p> <p>View Brain Pop: *George Washington *Benjamin Franklin *Thomas Jefferson</p> <p>Read: <i>History Alive!</i></p> <ul style="list-style-type: none"> <li>● Chapter 10- Growing Tension between the Colonies and Britain</li> <li>● Chapter 11- To Declare Independence or Not</li> <li>● Chapter 12- The Declaration of Independence</li> <li>● Chapter 13- The Revolutionary War</li> <li>● Chapter 14- The Constitution (Introduction Only)</li> </ul>