

Subject: Social Studies Grade Level: Fifth Grade Unit Title: Colonial Times	Timeframe Needed for Completion: 4 weeks Grading Period: 1st & 2nd
Big Idea/Theme: Diversity and Change Understandings: <ul style="list-style-type: none"> Colonies develop distinct identities based upon physical location, cultural make-up of the population and economic circumstances. Daily life in the colonies varied based upon the cultural background of the inhabitants. How and why the political and economic structure among the colonies varied. 	
Essential Questions: *Just because we can, does that mean we should? *Should everyone be expected to contribute in any group situation? *Was the treatment of the Native Americans a form of persecution or was it self-preservation?	Curriculum Goals/Objectives: 5.H.1.2 Summarize the political, economic, and social aspects of colonial life in the thirteen colonies. 5.G.1.1 Explain the impact of the physical environment on early settlements in the New World. 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors 5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.
Essential Skills/Vocabulary: Colony, slavery, borderlands, presidio, mission, cash crop, dissent, triangular trade routes, Middle Passage, charter, indentured servant, religious toleration, plantation, and naval stores Unit 2 Lesson 4 & 5 of Harcourt SS Text: Cause & Effect pages 66, 67, & 68 Main Idea & Details page 68 Recall & Retell page 70 Compare & Contrast pages 70 & 77 Summarize pages 71 & 75 Skim & Scan pages 69 & 71 Make Inferences pages 74 & 79	Assessment Task Options: *Research the Lost Colony of Roanoke. Use your findings to create and give a presentation using visual aids. *Draw a map that shows the lands of Spain, England, France, and the Netherlands in North America. On the map, color in the land claims of each country in a different color. Show this information in a map key. *Students can make a diorama showing a typical farm in each of the three regions discussed in this lesson. Students should label their dioramas to identify the region, the crops, and the reason why those crops were grown. *Imagine that you are a colonist in the New England, Middle, or Southern Colonies. Tell which colony you live in, and then write a paragraph that describes your daily life.

Integration Opportunities & Additional Resources:

Harcourt Trophies Literature Book: (What's the Big Idea, Ben Franklin) (Across the Wide Dark Sea) (The Many Lives of Benjamin Franklin) (From Pyramids to Skyscrapers)

www.readinga-z.com CCS pays for our subscription (Ben Franklin Level W) (Meeting Father in Plymouth Level O)

www.youtube.com (History of Colonial America 1497-1763 by Grolier {6min:17sec}) (Colonial Life in America {1min:25sec}) (Philadelphia, Home of American Independence by VOAvideo {2min:36sec}) (Colonial Williamsburg Breathes Life into US History by VOAvideo {3min:22sec}) (Colony Rap Brain Map by gemiller51 {2min:49sec}) (The Jamestown Colony by MITEHippoCampus {4min:59sec})

www.smarttech.com Smart Board Downloads (Colonial Days)

Senteo Question Sets (BenjaminFranklinAchievementsUS) (BenjaminFranklinQuestionSetUS)

www.eharcourtschool.com primary sources (document/From Revolution to Reconstruction Charter of Massachusetts Bay {1629})

(letters/Pilgrim Hall: The Collections and Library) (letters/Virtual Jamestown Collection of early Virginia letters) (art/Colonial Williamsburg)

(art/History of Jamestown) (art/Pilgrim Hall Museum: Collections) (art/The Plymouth Colony Archive Project: Images of History)

(artifacts/Dale House Exhibit: Objects excavated on Jamestown Island) (artifacts/Early American Life) (artifacts/History of Jamestown)

(artifacts/History wired: Franklin Press) (artifacts/Jamestown Artifacts) (artifacts/Long Road to Justice: Slavery and the Massachusetts

Colony) (artifacts/The National Museum: The Franklin Printing Press) (books/Digital History: The Pilgrims Arrive in Plymouth) (books/The

Massachusetts Historical Society Colonist Journals) (books/Memorial Hall: New England Primer) (books/Memorial Hall: New Comers 1680-

1720) (documents/American Treasures of the Library of Congress: Murder of Crispus Attucks) (documents/American Treasures of the

Library of Congress: the Original "General Fundamentals: of the Plymouth Colony) (documents/State of Delaware: William Penn and the

law) (maps/History of Jamestown) (maps/Virtual Jamestown: original maps)

www.edhelper.com (subscription needed) a variety of reading passages that include comprehension questions, writing tasks, and vocabulary activities (The French and Indian War) (Queen Anne's War) (House of Burgesses) (George Washington in the French and Indian War) (The New England Colonies) (The Middle Colonies) (The Southern Colonies) (Education in Colonial America) (Colonial America's Communication) (Women in Colonial America) (Settling America, Roanoke, and Jamestown) (Social Classes in Colonial America) (Why the Settlers Came) (The Lost Colony) (Pilgrims Seek Religious Freedom in Plymouth) (Children on the Mayflower) (Jamestown)