

Parents/Guardians,

Below is information that your child will be learning in the upcoming units in social studies **for the 3rd quarter**. You will see below that there are some content and claims questions that your child should be able to answer by the end of the unit and should guide your nightly discussions. Please make reference to your child's notes in his/her notebook when studying nightly, as well as your child's textbook. As a whole, these units will reference **Chapter 6** in the textbook.

This form will be located on our classroom WebPages so that you can easily click and access the link(s) that will direct you to the sample tasks and possible sources that are found below. If you would like additional information about the Louisiana State Standards covered in our social studies curriculum (*per unit*), please reference the following link:

<https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-5-pdf.pdf?sfvrsn=3>

In order to better prepare our 5th grade students for the online state testing that will be in the spring, St. Charles Parish has decided to have students take the remainder of the social studies district formative assessments online. This will be enforced as of January 2017.

As always, if you have any questions, please do not hesitate to contact your child's teacher.

Thanks,
LWE 5th Grade S.S. Teachers

Unit 3: The Americas in the Atlantic World

Unit overview: In this unit students explore colonial interactions with the wider Atlantic World focusing on the Columbian Exchange and the origins and development of African slavery in the Americas. This sets the stage for the unit to follow where students concentrate on the colonies established in the present-day United States during the 17th century.

Content and Claims	Sample Tasks and Possible Sources
<ul style="list-style-type: none">How did slavery develop in the New World and why did its practice change over time?How were individuals and groups affected by slavery and the slave trade?	<p>Sample Tasks</p> <ul style="list-style-type: none">Instructional tasks from the Stanford History Education Group<ul style="list-style-type: none">"The Middle Passage" <p>Possible Sources</p> <ul style="list-style-type: none"><i>1493 for Young People: From Columbus's Voyage to Globalization</i> (For Young People Series)Maps of the Transatlantic Slave Trade, David Eltis and David Richardson, 2010Graph of Total Shipping Tonnage between Spain and Spanish America, 1550-1650"A Brief Overview of the Trans-Atlantic Slave Trade," David Eltis (Emory University), 2007

Unit 4: Settlement of the Present-Day United States (17th Century)

Unit overview: In this unit students explore the establishment and development of colonies in the present-day United States during the 17th century. This sets the stage for the unit to follow where students examine how the thirteen colonies developed politically, economically, and socially during the 18th century.

Content and Claims	Sample Tasks and Possible Sources
<ul style="list-style-type: none">• What role did geography play in settlement, land use, and systems of labor?• What forms of labor were used in the colonies and how did this change over time?• How did the different colonies interact with indigenous peoples, one another, and the Atlantic World?	

Unit 5: Development of the thirteen colonies (18th Century)

Unit overview: In this unit students explore the political, economic, and social development and evolution of the thirteen colonies during the 18th century. This sets the stage for the unit to follow where students examine the causes and effects of the French and Indian War.

Content and Claims	Sample Tasks and Possible Sources
<ul style="list-style-type: none">• How did the different colonies develop politically, economically, and socially over time? What role did geography play in this development?• How did the relationship between the colonies and the British government change over time?• How did the different colonies interact with indigenous peoples, one another, and the Atlantic World?• What was life like for different groups of people during the 18th century? How does this represent continuity and change from the early colonial period?	<p>Sample Tasks</p> <ul style="list-style-type: none">• Louisiana Instructional Task<ul style="list-style-type: none">◦ Forced Labor• Instructional task from the Stanford History Education Group<ul style="list-style-type: none">◦ "Great Awakening" <p>Possible Sources</p> <ul style="list-style-type: none">• <i>A True Book - The Thirteen Colonies (13 Book Set)</i>, Kevin Cunningham• Northern British Colonies Map, Library of Congress• Middle British Colonies Map, Library of Congress• Southern British Colonies Map, Library of Congress• Daily Life in the Colonies, PBS• Colonial Trade Pattern, North Atlantic, 18th Century, Hofstra University• "Social Class in Colonial America," Digital History task• "Government in England and the Colonies," Digital History task• "The Tobacco Economy: How Did the Geography of the Chesapeake Region Influence Its Development?," UMBC Center for History Education history lab• "What Factors Brought Settlers to Maryland?," UMBC Center for History Education history lab

Additional words to be familiar with:

Indigenous people - a group of people who maintain traditions or other aspects of an early culture in a given region

Bound workers- a person who is owned by someone else and is forced for work without pay

Indentured servants – a person who agrees to work for someone for a certain amount of time in exchange for the cost of the voyage to North America

Laborers- people who work physically difficult jobs

Repeal- the removal or reversal of law

Harvest- the process of gathering crops

Misdemeanor- a crime of lower seriousness

Economies- goods and services are produced and exchanged according to demand and supply between participants

Levy- to raise or increase

Charter government-Self-governed by the colonists

Proprietary government- Governed by the person who was given the land by the king

Royal government- Ruled directly by the English monarch

Monarch- a hereditary sovereign, as a king, queen, or emperor

Governor- the executive head of a state in the U.S.

Democracy- government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

Tolerate- to put up with

**Be familiar with vocabulary listed in the Bill of Rights*