

Social Studies

Grade 5

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Grade 5 Social Studies Curriculum

Course Description:

This course is meant to introduce students to various people who have inhabited North America and how their ways of life voluntarily and involuntarily adapted over time. From the indigenous people of North America to our Founding Fathers who declared independence from Great Britain, students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, cultural understanding, appreciation and respect for diversity, and critical and analytical thinking skills.

Course Sequence:

Unit 1: The Geography of the United States	Marking Period 1 (9 weeks)
Unit 2: The Age of Exploration & the first English Colonies	Marking Period 2 (8 weeks)
Unit 3: The Thirteen Colonies	Marking Period 3 (9 weeks)
Unit 4: The Road to the Revolution	Marking Period 4 (8 weeks)

Pre-requisite:

Grade 4

UNIT #1

Overview

Content Area: Social Studies

Unit Title: United States Regions

Grade Level(s): 5th

Core Ideas: Due to the varied geography of the United States, distinct regions exist today and exhibit differentiating characteristics including landforms, climate, natural resources, economy, cultural understandings, and landmarks.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.5.GeoPP.1

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.3

Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.6

Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoGI.4

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconET.2

Use quantitative data to engage in cost benefit analyses of decisions that impact individuals and/or community.

6.1.5.EconET.3

Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1

Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2

Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3

Describe how supply and demand influence price and output of products.

6.1.5.EconEM.5

Explain why individuals and societies trade, how trade functions, and the role of trade

6.1.5.EconNM.2

Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconGE.2

Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3

Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.HistorySE.2

Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.EG.3

Explain the impact of the economic system on one's personal financial goals.

9.2.5.CAP.7

Identify factors to consider before starting a business.

9.4.5.CI.3:

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.5.TL.5

Collaborate digitally to produce an artifact

Interdisciplinary Connection	
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
SEL/LGBT: SOCIAL AWARENESS: Class discussion on how acceptance of others has progressed over time throughout each region to show understanding and empathy for all.	
Unit Essential Question(s): <ul style="list-style-type: none"> ● How does the geography in the United States impact the way of life of people in that region? ● In what ways do the physical features and people in the United States influence the area and society in general? ● How are the regions of the United States interconnected? ● What do the designated landmarks in each region teach us about American values? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Landforms, climate, and natural resources impact our way of life and it greatly varies throughout the United States. ● The unique characteristics of the five major US regions influence patterns of settlement. ● Differences and collaboration are key to survival. ● Places that attract high volume of visitors shed light on the values of a particular culture
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> - Ongoing formative assessments are used to guide instruction - Google Discussion Questions - Nearpods - Guided Notes -Informational Packets 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> - Teacher-made assessments for each group of regions (West, Southwest, Midwest, Southeast, Northeast) 	
Alternative Assessments: Landmark Brochure Project	
Resources/Materials: <ul style="list-style-type: none"> ● Unit Outline ● Informational Packets ● Flocabulary ● Brief Educational Videos & Websites ● Nearpod ● Epic! ● IXL 	Key Vocabulary: <ul style="list-style-type: none"> ● climate ● precipitation ● economy ● industry ● natural resource ● landmark ● agriculture ● renewable ● nonrenewable ● fertile

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to the US	Locate all 50 states on a blank U.S. map.	Pretest on US Map Introduce the song Wakko's 50 States and Capitals & Tour the States Introduce Sheppard Software practice activities	1 period
Western Region	Describe the climate, physical geography, natural resources, economy, varying cultures, and landmarks of the five U.S. regions and how they differ from one another. Analyze how the climate, physical geography, natural resources, economy, and varying cultures impact where people decide to live and the experiences and opportunities they have. Evaluate the location of natural resources and how the abundance or scarcity of them relates to human migration and sometimes conflict.	Introduction to the West with Nearpod 11 States & Capitals ~ Make Flashcards Students will practice by playing Sheppard's Software Discuss the history, climate, landforms, natural resources, economy, and landmarks of the West and how these features impact the people's way of life. Complete the guided notes together as a class Quiz Review Quiz on West	6 periods
Southwestern Region	Describe the climate, physical geography, natural resources, economy, varying cultures, and landmarks of the five U.S. regions and how they differ from one another. Analyze how the climate, physical geography, natural resources, economy, and varying cultures impact where people decide to live and the experiences and opportunities they have. Evaluate the location of natural resources and how the abundance or scarcity of them relates to human migration and sometimes conflict.	Introduction to the Southwest with Slides 4 States & Capitals ~ Make Flashcards Students will practice by playing Sheppard's Software Discuss the history, climate, landforms, natural resources, economy, and landmarks of the Southwest and how these features impact the people's way of life. Complete the guided notes in partner pairs Quiz review Quiz on Southwest	4 periods
Midwestern Region	Describe the climate, physical geography, natural resources, economy, varying cultures, and landmarks of the five U.S. regions and how they differ from	Introduction to the Midwest with Nearpod 12 States & Capitals ~ Make Flashcards	6 periods

	<p>one another.</p> <p>Analyze how the climate, physical geography, natural resources, economy, and varying cultures impact where people decide to live and the experiences and opportunities they have.</p> <p>Evaluate the location of natural resources and how the abundance or scarcity of them relates to human migration and sometimes conflict.</p> <p>Explain the necessity of trade builds relationships between regions and how it impacts individual and community opportunities for economic gain.</p>	<p>Students will practice by playing Sheppard’s Software</p> <p>Discuss the history, climate, landforms, natural resources, economy, and landmarks of the Midwest and how these features impact the people’s way of life.</p> <p>Complete the guided notes using Nearpod</p> <p>Quiz Review</p> <p>Quiz on Midwest</p>	
Southeastern Region	<p>Describe the climate, physical geography, natural resources, economy, varying cultures, and landmarks of the five U.S. regions and how they differ from one another.</p> <p>Analyze how the climate, physical geography, natural resources, economy, and varying cultures impact where people decide to live and the experiences and opportunities they have.</p> <p>Evaluate the location of natural resources and how the abundance or scarcity of them relates to human migration and sometimes conflict.</p> <p>Explain the necessity of trade builds relationships between regions and how it impacts individual and community opportunities for economic gain.</p>	<p>Introduction to the Southeast with Nearpod 12 States & Capitals ~ Make Flashcards</p> <p>Students will practice by playing Sheppard’s Software</p> <p>Discuss the history, climate, landforms, natural resources, economy, and landmarks of the Southeast and how these features impact the people’s way of life.</p> <p>Complete the guided notes using Nearpod</p> <p>Quiz Review</p> <p>Quiz on Southeast</p>	5 period
Northeastern Region	<p>Describe the climate, physical geography, natural resources, economy, varying cultures, and landmarks of the five U.S. regions and how they differ from one another.</p> <p>Analyze how the climate, physical geography, natural</p>	<p>Review Northeast & connect to 4th grade knowledge of New Jersey</p> <p>11 States & Capitals ~ Make Flashcards Students will practice by playing Sheppard’s Software</p> <p>Review the history, climate, landforms, natural resources, economy, and</p>	2 periods

	<p>resources, economy, and varying cultures impact where people decide to live and the experiences and opportunities they have.</p> <p>Evaluate the location of natural resources and how the abundance or scarcity of them relates to human migration and sometimes conflict.</p> <p>Discuss how cultural pockets develop and the benefits of learning from each other and the interdependence and growth opportunities it can bring about</p> <p>Explain the necessity of trade builds relationships between regions and how it impacts individual and community opportunities for economic gain.</p> <p>Discuss on how acceptance of others has progressed over time throughout each region to show understanding and empathy for all.</p>	<p>landmarks and Natives of the Northeast. (again spiral on 4th grade knowledge)</p> <p>Class SEL discussion on acceptance and social awareness across the regions and our country. (SEL MANDATE)</p> <p>Complete the guided notes using Nearpod</p>	
US Map Post Assessment	Identify the states and capitals of the five U.S. regions.	Final test on US Map	1 period
Landmark Project	<p>Create a travel brochure for a landmark with a focus on the destination region</p> <p>Collaborate with classmates working within the same region to design a regional pamphlet showcasing all selected landmarks for that region</p> <p>Present selected landmark and brochure to generate enthusiasm and persuade classmates to visit</p>	<p>Explore websites on various national parks and landmarks and the importance of each and what each conveys about American values.</p> <p>Review all the notes on each region and choose one that they would enjoy most</p> <p>Use graphic organizer to describe key aspects of the region and the landmark to organize information for the final project</p>	4 periods
<p>Teacher Notes: The unit plan (link below) outlines period by period plans with links to additional resources, assessments, and rubrics.</p>			
<p>Additional Resources: Teacher-Created Unit Plan (Shared Google Drive)</p>			

Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Provide visual agenda ● Break directions down ● Provide study materials 	<ul style="list-style-type: none"> ● Consult student ELL Pla ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Allow errors when speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement ● Use of Higher Level Questioning Techniques ● Encourage the use of creativity during the Landmark Brochure project 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide visual agenda ● Provide Study materials
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Provide study materials 	<ul style="list-style-type: none"> ●

UNIT #2**Overview****Content Area: Social Studies****Unit Title: The Age of Exploration & The First Colonies****Grade Level(s): 5th**

Core Ideas: Cultural differences and competition for land led to conflicts among different groups of people in the Americas. European explorers led expeditions for a variety of reasons and following a variety of routes. Their explorations ultimately changed the lives of Native Americans.

Standards (Content and Technology)

CPI#:	Statement:
Performance Expectations (NJSLs)	
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.TL.5	Collaborate digitally to produce an artifact
Interdisciplinary Connection	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)	
Amistad Mandate: Readings and discussions about how slavery began in America and the impact it made throughout our early history and beyond.	
Holocaust Mandate: Explore and evaluate the impact of Christopher Columbus on the indigenous people of the Americas.	
SEL: Class discussions on how the colonists faced challenges and had to develop better relationship skills in order to survive and thrive with the help of the Native Americans.	
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> ● Why do people explore? ● What are the impacts of exploration? ● What led to England's attempt to start a 	<ul style="list-style-type: none"> ● The desire to expand trade spurred European explorers to seek new opportunities. ● The Age of Discovery and future colonization

<p>colony in North America?</p> <ul style="list-style-type: none"> ● How were the first European colonists received by the Natives and how did their relationships evolve? ● Why is it important to foster positive relationships in new environments? 	<p>brought about a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial, tragic results, and long-lasting effects.</p> <ul style="list-style-type: none"> ● Throughout history, it was often shown that the more land one owned, the more power one had. ● When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict. ● Europeans and American Indians often had different points of view.
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Evidence of Learning

Formative Assessments:

- Ongoing formative assessments are used to guide instruction
- Google Discussion Questions
- Nearpods
- Guided Notes
- Informational Packets

Summative/Benchmark Assessment(s):

- Teacher-made assessments for the Age of Exploration, Early Colonies, Jamestown, and Plymouth

Alternative Assessments:

- Flipgrid presentation of Roanoke theory

Resources/Materials:

- Unit Outline
- Informational Packets
- Flocabulary
- Brief Educational Videos & Websites
- *If You Sailed on the Mayflower*
- Mayflower online passenger list
- Nearpod
- Epic!

Key Vocabulary:

- expedition
- voyage
- indigenous
- conquistador
- circumnavigate
- Northwest Passage
- indentured servant
- cash crop
- legislature
- majority rule

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Understanding Our World	<p>Locate and label the oceans, continents, and hemispheres on a world map</p> <p>Explain how agriculture and ecology were affected by the Columbian Exchange</p>	<p>Complete Social studies skills IXL B.1, B.2, B.3 (oceans & continents)</p> <p>Review World Map (continents, oceans, equator, prime meridian)</p> <p>Color & complete world map</p> <p>Introduce the Tour the World Song/Video</p> <p>Discuss the Columbian Exchange including items traded and their effect on</p>	1 period

		the Eastern and Western hemisphere and the effects of colonization	
Age of Exploration overview	Explain how European Exploration changed the world	Watch Flocabulary together on the Age of Exploration Complete Packet pages 2 & 3	1`period
Spanish Exploration	Describe the aims, obstacles, and accomplishments of European explorers Evaluate the conflict and cooperation among European colonists and Native American groups in the New World	1) Introduce Christopher Columbus Ask students the following question “Does he deserve an American holiday?” (Indigenous People Day) (HOLOCAUST MANDATE) Watch Flocabulary video Watch Brainpop video and complete video quiz Complete packet pages 4-7 (whole group and partner pair collaboration) 2) Introduce Ferdinand Magellan Watch PBS Learning Media video Complete corresponding page in packet 3) Introduce Ponce de Leon Watch PBS Learning Media video Complete corresponding page in packet 4) Introduce Hernan Cortes Watch PBS Learning Media video Complete corresponding page in packet 5) Introduce Francisco Pizzaro Watch educational video Complete corresponding page in packet Complete Blooket review on the Spanish Explorers	4-5 periods
French Exploration	Describe the aims, obstacles, and accomplishments of European explorers Evaluate the conflict and cooperation among European colonists and Native American groups in the New World	Introduce French Explorers: 1) Jacques Cartier 2) Giovanni da Verrazano Watch Educational videos on each explorer Complete French explorer packet Review using a Blooket review on French explorers.	2 periods
English Exploration	Describe the aims, obstacles, and accomplishments of European explorers	Introduce English Explorers: 1) John Cabot 2) Henry Hudson Watch Educational videos on each	3 periods

	<p>Evaluate the conflict and cooperation among European colonists and Native American groups in the New World</p> <p>Evaluate the reasons behind the search for the Northwest Passage as well as the other water routes explored</p>	<p>explorer including PBS Learning Media & BrainPop</p> <p>Complete English explorer packet</p> <p>Review using a Blooket review on English explorers.</p> <p>Review all of the Spanish, French, and English Explorers. (<i>Study Guide provided</i>)</p> <p>Discuss the ambitions and characteristics of each and how that impacted their success and the success of their sponsoring country</p> <p>Assessment on The Age of Exploration</p>	
<p>Roanoke</p>	<p>Evaluate evidence to develop a theory on the disappearance of the colonists of Roanoke.</p>	<p>Introduce to the Lost Colony of Roanoke via Slides and Storytelling</p> <p>Gather evidence through an escape room and begin to develop and support plausible theories for the disappearance of the colony of Roanoke</p> <p>Form a claim and write a response to explain what happened to the colonists of Roanoke. Justify the theory with evidence.</p> <p>Use the written response to present ideas in a Flipgrid.</p> <p>Watch and comment on classmates' digital presentations.</p>	<p>3 periods</p>
<p>Jamestown</p>	<p>Analyze the impact the arrival of the English had on the Powhatan as well as the role the Powhatan played in the early colonists survival</p> <p>Explain how John Smith and John Rolfe impacted the colony of Jamestown</p> <p>Evaluate the role of the Virginia Company and other stakeholders including how a budget affects people at different levels</p> <p>Describe how the scarcity of</p>	<p>Read and take notes on the original reason for the colonization of Jamestown, the initial struggles, and the role of John Smith.</p> <p>Continue reading while guiding students to understand this covers 17 years of Jamestown history. (John Rolfe, Pocohontas, friendship and struggle with the Powhatan) (HOLOCAUST MANDATE)</p> <p>Class discussions on how the colonists faced challenges and had to develop better relationship skills in order to survive and thrive with the help of the Native Americans.</p>	<p>4 periods</p>

	<p>resources impacted the first settlers and how they overcame this struggle</p> <p>Compare and contrast the various experiences of those who came to live in Jamestown (Natives, Indentured Servants, Slaves, etc)</p>	<p>(SEL)</p> <p>Review the House of Burgesses and the early governing systems in place in Jamestown and how they relate to our current system of government</p> <p>Discuss how John Rolfe’s introduction of tobacco in Virginia impacted the economy of Southern Colonies and in Slavery</p> <p>(AMISTAD MANDATE)</p>	
<p>Plymouth</p>	<p>Summarize the events that led to the first successful English colonies in America (Jamestown & Plymouth)</p> <p>Identify ways in which Europeans competed for economic opportunities in North America</p> <p>Describe how the scarcity of resources impacted the first settlers and how they overcame this struggle</p> <p>Analyze the impact the arrival of the English had on the Wampanoag as well as the role the Wampanoag played in the early colonists survival</p> <p>Describe the role religion played in the Pilgrims migration from England to the Netherlands to North America</p>	<p>Introduce Plymouth Colony.</p> <p>Mayflower Activity: Randomly provide each student with the name of a passenger who was on the Mayflower (pre-arrange to have a 50/50 split of Pilgrims who died the first winter and who survived).</p> <p>Take them to a section of the hallway pre-taped to help them visualize the size of the Mayflower and the space the Pilgrims had</p> <p>Research their assigned person to learn more about them.</p> <p>Read and complete fill-in notes on the colony of Plymouth and watch several short video segments from Discovery Education to gather information on how the early colonists relied upon an collaborated with the Native Amerians</p> <p>Review the Mayflower Compact and it’s principles as well as the early governing systems in place in Plymouth and how they relate to our current system of government</p> <p>Review First Colonies</p> <p>Quiz on the first colonies</p>	<p>4 periods</p>
<p>Teacher Notes: The unit plan (link below) outlines period by period plans with links to additional resources, assessments, and rubrics.</p>			
<p>Additional Resources: Teacher-Created Unit Plan (Shared Google Drive)</p>			
<p>Differentiation/Modification Strategies</p>			
<p>Students with Disabilities</p>	<p>English Language Learners</p>		

<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Provide visual agenda ● Break directions down ● Provide study guides 	<ul style="list-style-type: none"> ● Consult student ELL Pla ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Allow errors when speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study guided ● Simplify language on assessments ● Provide study guides
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement ● Use of Higher Level Questioning Techniques 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide visual agenda ● Provide Study Guides
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Provide study guide 	<ul style="list-style-type: none"> ●

UNIT #3**Overview****Content Area: Social Studies****Unit Title: The Thirteen Colonies****Grade Level(s): 5th****Core Ideas:** The thirteen colonies were founded in different regions of North America and for a variety of reasons. They were developed differently based on economic, geographic, and social factors.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence ,for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.5.TL.5	Collaborate digitally to produce an artifact
Interdisciplinary Connection	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)	
Amistad Mandate: Mini lesson centers on the Underground Railroad and how the act of slavery in the colonies continued to impact African Americans throughout history.	
SEL: Class discussions on how slaves had to be tenacious and overcome many obstacles in order to survive.	
Unit Essential Question(s): <ul style="list-style-type: none"> • What does it take to build a new society and how do people contribute to it in different ways? • What geographical features might help or hinder settlers? • How was colonial life and work different from life and work today? • What factors contribute to economic success? • What led to slavery in the colonies? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Environment and location influence where people live and what they do there. • People adapt and modify the world around them to better suit their needs. • Collaboration and working together can lead to more successful communities. • Environmental resources, trade and technology promote economic growth. • Varied systems of labor were factors in the prosperity of colonial America.
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> - Ongoing formative assessments are used to guide instruction - Google Discussion Questions - Nearpods - Guided Notes -Video Notes -Google Form Exit Tickets 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> - Teacher-made assessments for each group of colonies (New England, Middle, Southern) 	
Alternative Assessments: <ul style="list-style-type: none"> - Colonial Trade Project with rubric 	
Resources/Materials: <ul style="list-style-type: none"> • Unit Outline • Informational Packets • Flocabulary • Brief Educational Videos & Websites 	Key Vocabulary: <ul style="list-style-type: none"> • hornbook • terrain • trade • apprentice

<ul style="list-style-type: none"> ● <i>If You Lived in Colonial Times</i> ● Nearpod ● Epic! 	<ul style="list-style-type: none"> ● plantation ● natural resources ● founder ● religious freedom ● market towns ● merchants ● artisans ● imports ● exports ● cash crops 		
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Colonial Trades Project	<p>Analyze various colonial trades and how it contributes to the success of the colony</p> <p>Distinguish between each colonial trade and identify the skills needed in order to complete the tasks involved</p>	<p>Tell students it's time for them to become an apprentice. Which trade will they pick? Read chapter 5 <i>Children in America</i> (from EPIC)</p> <p>Using Nearpod introduce all of the colonial trades. (4 trades per each class period)</p> <p>Students will take guided notes after each period</p> <p>Students complete a Google Form after each lesson expressing which colonial trade they might pursue based on their own talents and interested</p>	3 periods
Overview of Thirteen Colonies	Identify the basic differences between each colonial region.	<p>Overview of the 13 Colonies: Introduction Flocabulary Video & Quiz whole group</p> <p><i>If You Lived in Colonial Times</i> Randomly select a page--pose question to the close & solicit possible answers. Then share the actual answer and illustrations</p>	2 periods
New England Colonies	Analyze the role of religion of the New England Colonies	<p>Read passages about:</p> <ul style="list-style-type: none"> ● Life in the New England Colonies ● Key people in the New England Colonies such as the Puritans, Anne Hutchinson, Roger Williams ● Resources & Economy <p>Watch short video clips from Discovery Streaming to visualize and strengthen understanding</p>	6 periods

		<p>Complete EdPuzzle on the 4 New England Colonies (founders & reason for founding each colony)</p> <p>Quiz on the New England Colonies</p> <p>Continue daily guess & check with passage from <i>If You Lived in Colonial Times</i></p>	
Middle Colonies	<p>Analyze the role of religion of the Middle Colonies</p> <p>Summarize England's seizing of New Amsterdam and the growth of New York and New Jersey as English colonies</p> <p>Evaluate the reasons behind the cultural diversity that grew in the Middle Colonies</p> <p>Explain how the available resources and environmental characteristics of each region impacted the economy and trade among the colonies</p> <p>Compare and contrast the physical geography, resources, and economy, of the New England and Middle Colonies</p>	<p>Read passages about:</p> <ul style="list-style-type: none"> • Life in the Middle Colonies • Key people in the Middle Colonies such as King Charles, James Duke of York, George Berkeley, James Carteret, William Penn, The Quakers, Benjamin Franklin, Lord Baltimore • Resources & Economy <p>Watch short video clips from Discovery Streaming to visualize and strengthen understanding</p> <p>Quiz on the Middle Colonies</p> <p>Continue daily guess & check with passage from <i>If You Lived in Colonial Times</i></p>	6 periods
Southern Colonies	<p>Analyze the role of religion of the Southern Colonies</p> <p>Compare and contrast the physical geography, resources, and economy, of the New England, Middle, and Southern Colonies</p>	<p>Read passages about:</p> <ul style="list-style-type: none"> • Life in the Southern Colonies • Key people in the New England Colonies such as plantation owners, indentured servants, enslaved people • Resources & Economy <p>Watch short video clips from Discovery Streaming to visualize and strengthen understanding</p> <p>Quiz on the Southern Colonies</p> <p>Continue daily guess & check with passage from <i>If You Lived in Colonial Times</i></p>	6 period
Slavery in America	<p>Summarize the development of slavery in the 13 colonies</p> <p>Compare and contrast responses of individuals</p>	<p>Display timeline of the discrimination faced by African Americans in the United States</p>	4 periods

	<p>and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)</p> <p>Analyze the lasting impact of slavery</p> <p>Examine the various ways in which slaves established secret forms of communication with one another</p> <p>Analyze the risks and routes taken in order to resist and abolish the system of slavery</p>	<p>Introduce the Underground Railroad and show educational video</p> <p>Display map on the board and talk about the various routes slaves took in order to reach north to freedom</p> <p>Explore various teacher created centers to learn more about the history of slavery and the secret messages they would create in order to communicate with one another.</p> <p><u>Songs of Slavery</u> Analyze the lyrics of several spirituals to discover the hidden messages held within. <i>Swing Low Sweet Chariot</i> <i>Wade in the Water</i> <i>Follow the Drinking Gourd</i></p> <p><u>Uncover the Secret Code</u> Give students various statements and messages and see if they can figure out what they actually mean. Talk about how Slaves would have to talk in code in order to keep the Underground Railroad and their escape plan a secret.</p> <p><u>Freedom Quilts</u> Post a slideshow with various patterns and their meanings to show how slaves communicated through quilts.</p> <p>Students will be provided with a blank quilt paper where they can create their own Freedom Quilt that displays a hidden message. (AMISTAD MANDATE)</p> <p>Discuss the mindset slaves needed to have to survive and what we can learn from their tenacity and ability to overcome such severe obstacles. (SEL MANDATE)</p>	
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Teacher Notes:

The unit plan (link below) outlines period by period plans with links to additional resources, assessments, and rubrics.

Additional Resources:

Teacher-Created Unit Plan (Shared Google Drive)

<p>Students with Disabilities</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Provide visual agenda ● Break directions down ● Provide study guides 	<ul style="list-style-type: none"> ● Consult student ELL Pla ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Allow errors when speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study guided ● Simplify language on assessments ● Provide study guides
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement ● Use of Higher Level Questioning Techniques ● Encourage the use of creativity during the Colonial Trades project 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide visual agenda ● Provide Study Guides
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Provide study guide 	<ul style="list-style-type: none"> ●

UNIT #4**Overview****Content Area: Social Studies****Unit Title: The Road to the Revolution****Grade Level(s): 5th****Core Ideas:** The French and Indian War led to a series of events and acts that impacted the way colonists saw themselves and the place of the American Colonies in the World ultimately leading to the American Revolution.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.1.5.EG.1	Explain and give examples of what is meant by the term "tax."
9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Interdisciplinary Connection	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Amistad Mandate: Readings and discussions about African-Americans such as Crispus Attucks and Phillis Wheatley who played key roles in the road to independence.	
SEL: Class discussions on how the colonists displayed a Growth Mindset during the challenging situations they faced against British Parliament and other loyalist colonists.	
AAPI: Trade routes had long been established into Asia. Good and services during the revolutionary years were acquired from Asia to supplement goods in North America and Europe.	
Unit Essential Question(s):	Unit Enduring Understandings:

<ul style="list-style-type: none"> ● What is worth fighting for? ● How did the actions of Parliament lead to protests against British rule? ● How can you get others to support your beliefs? ● Why did the colonists fight so hard for independence? ● What do you need in order to fight a war (supplies?) 	<ul style="list-style-type: none"> ● Many American colonists united in the common goal of freedom and were willing to fight for it. ● Getting others to support your beliefs involves persuasion and sometimes even misleading propaganda ● Political change can have costs and benefits for different groups ● There are universal rights that all people share
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Evidence of Learning

Formative Assessments:

- Ongoing formative assessments are used to guide instruction
- Google Discussion Questions
- Nearpod
- Guided Notes
- EdPuzzle video with assessment

Summative/Benchmark Assessment(s):

- Teacher-made assessments for tax acts, key people, and other events leading to the American Revolution

Alternative Assessments:

- Timeline Project
- Road to the Revolution Relay

Resources/Materials:

- Unit Outline
- Informational Packets
- Flocabulary
- Brief Educational Videos
- Paul Revere’s Etching of *The Boston Massacre*
- “The Incident at King’s Street” Illustration
- *Can You Survive Colonial Times* (Choose your own adventure/interactive history book)
- NEWSLA
- Liberty’s Kids Videos (Ben Franklin, Boston Tea Party, The Coercive Acts)

Key Vocabulary:

- proclamation
- boycott
- repeal
- treason
- massacre
- correspondence
- propaganda

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
French & Indian War	<p>Analyze the causes of the French and Indian War</p> <p>Identify George Washington’s role in the French and Indian War.</p> <p>Assess how the conflicts and alliances during the French and Indian War affected the British colonies.</p> <p>Describe the role played by American Indians in the French</p>	<p>Edpuzzle introduction to build background knowledge</p> <p>Class discussion</p> <p>Partner reading & notes</p>	1 period

	<p>and Indian War and the events that followed.</p> <p>Evaluate the positive and negative consequences resulting from the war from all perspectives</p>		
Proclamation of 1763	<p>Evaluate the positive and negative consequences resulting from the war from all perspectives</p> <p>Explain why this announcement angered many colonists and began a shift in feelings toward England</p> <p>Illustrate the key ideas related to the Proclamation of 1763</p>	<p>Passage & fill-in-notes</p> <p>Watch Video</p> <p>Create illustration and caption on timeline project to capture the impact of the Proclamation</p>	2 periods
The Sugar Act	<p>Explain the purpose for the Sugar Act and the reactions of the colonists to it</p> <p>Illustrate the key ideas related to the Sugar Act</p>	<p>Distribute (phony) letter from the school explaining that due to the increasing costs of education, students will be asked to pay nominal fees to help the school continue to operate. Discuss feelings about fees.</p> <p>Read the passage on the Sugar Act & complete notes</p> <p>Watch Video on the Sugar Act</p> <p>Google Discussion Question: How could you relate your feelings about the school fees today to the taxes on the Sugar Act?</p> <p>Create illustration and caption on timeline project to capture the impact of the Sugar Act</p>	2 periods
The Stamp Act	<p>Explain purpose for the Stamp Act and the reactions of the colonists to it</p> <p>Illustrate the key ideas related to the Stamp Act</p>	<p>Informational video</p> <p>Passage & Notes</p> <p>Class Discussion</p> <p>Create illustration and caption on timeline project to capture the impact of the Stamp Act</p>	2 periods
The Committees of Correspondence	<p>Identify the purpose of the Committees of Correspondence</p> <p>Compose modern-day</p>	<p>Video & Response</p> <ul style="list-style-type: none"> (students watch teacher-created video for HW the night before (Flipped lesson) & respond with 	1 period

	correspondence to share knowledge gained	<p>a modern day for of correspondence (email) sharing something learned</p> <p>Social & Emotional Learning Connection</p> <p>Discuss the meaning of Growth Mindset</p> <ul style="list-style-type: none"> ○ Students answer the following question, <i>“How did the colonists exhibit a growth mindset during this challenging time?”</i> <p>Students read the corresponding passage in their packet & complete notes</p>	
The Townshend Acts	Assess the difference between the Stamp Act and Townshend Acts and England’s intentions for implementation	<p>EdPuzzle video</p> <p>Passage & Fill in Notes</p> <p>Create illustration and caption on timeline project to capture the impact of the Townshend Acts</p>	2 periods
The Boston Massacre	<p>Analyze the event from various perspectives and summarize the event portraying both sides</p> <p>Explain how propaganda shapes beliefs</p> <p>Illustrate the key ideas related to the Boston Massacre</p>	<p><i>Hook:</i> Assign two separate posts with 2 different images. Half the class will have access to the first post. The other half will have access to the second post. Students will not be told, nor aware, that there are two different posts.</p> <ul style="list-style-type: none"> ● Paul Revere’s Etching: Students will be able to draw the conclusions that Revere wanted depicting his view of what happened. ● “The Incident at King’s Street” Illustration: Students will see how the event was reported to Great Britain. ● After viewing the pictures and answering the guiding questions, the class will discuss their thoughts about the images. At this point, students should realize that their views or opinions of these images are conflicting with each other. ● The teacher will then reveal the truth about the postings and introduce the idea of 	3 periods

		<p>propaganda.</p> <p><i>Lesson on Opposing Views:</i> Students will analyze and learn more about the Boston Massacre by visiting each view of what happened that night and writing a summary from each perspective (British soldier & colonists)</p> <p>Educational videos</p> <p>Google Discussion Question: Explain which image you believe is most accurate and depicts the historical event the best. Provide evidence from the resources they visited to support their final views.</p> <p>Create illustration and caption on timeline project to capture the impact of the Boston Massacre</p>	
Important Historical Figures	Compile information on important historical figures that played a role in the Road to the Revolution	<p>Students will complete a self-paced Nearpod Lesson.</p> <p><u>Important People include:</u></p> <ul style="list-style-type: none"> ● Paul Revere ● Sam Adams ● George Washington ● Patrick Henry ● Thomas Paine ● George Washington ● John Adams ● Ben Franklin ● Thomas Jefferson ● Crispus Attucks (Amistad) <p>While students are completing the Nearpod, students will be taking notes on each historical figure.</p>	1 period
The Boston Tea Party	<p>Explain the reason behind the Tea Act</p> <p>Compare and contrast how colonists throughout the thirteen colonies rebelled against it</p>	<p>Passage & Notes</p> <p>Liberty’s Kids Video (Boston Tea Party episode)</p> <p>Class Discussion (include the role of Phillis Wheatley (Amistad) and her contributions as a poet and artist)</p> <p>Create illustration and caption on timeline project to capture the impact of the Boston Tea Party</p>	3 periods
The Coercive Acts	List the ramifications the Boston Tea Party had on the American Revolution and today	<p>Educational video</p> <p>Passage & Notes</p>	2 periods

	Analyze the Coercive Acts and what Britain hoped to accomplish by implementing them	Activity: “close” certain parts of the classroom or school to students to make it living history Create illustration and caption on timeline project to capture the impact of the Intolerable Acts	
Road to the Revolution Review	Explain the events that led to the beginning of the American Revolutionary War.	Revolutionary Relay <ul style="list-style-type: none"> ● If weather permits, conduct relay outside against another class ● Break students into 5 groups to work together to complete the review activity ● Final round requires students to gallop around the field yelling “The British are Coming!” 	1 period

Teacher Notes:

The unit plan (link below) outlines period by period plans with links to additional resources, assessments, and rubrics.

Additional Resources:

Teacher-Created Unit Plan (Shared Google Drive)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Provide visual agenda ● Break directions down ● Provide study guides 	<ul style="list-style-type: none"> ● Consult student ELL Pla ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Allow errors when speaking ● Build on students’ intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study guided ● Simplify language on assessments ● Provide study guides
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students’ interests in completing tasks at their level of engagement ● When discussing the Important People involved in the Road to the Revolution, students can pick one person they are most interested in learning more about. Students will read an article on that person from NEWSOLA and write a written response on their significance to the cause. ● Use of Higher Level Questioning Techniques ● Encourage the use of creativity during the timeline project 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Have students complete sentences to tell about a cause and effect. ● Demonstrate a variety of strategies ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine

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	<ul style="list-style-type: none">● Provide visual agenda● Provide Study Guides
504 Students	Other:
<ul style="list-style-type: none">● Consult 504 Plan● Provide study guide	<ul style="list-style-type: none">●