

**CURRICULUM**

**FOR**

**SOCIAL STUDIES**

**GRADE 5**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Social Studies**  
**Grade 5**

Date of Board Adoption:  
**September 20, 2022**

## RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 5

### ***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	The Land and People of North America & The Age of Exploration	10 weeks
2	Colonization/Colonial New Jersey	10 weeks
3	Road to Revolution & New Jersey's Role	10 weeks
4	Civics	10 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> <li>• Pre-teach or pre-view vocabulary.</li> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** The Land and People of North America & The Age of Exploration

**Target Course/Grade Level:** Social Studies - Grade 5

**Unit Summary:** In this unit, students will learn the history and characteristics of Native Americans and how they were affected by their environment. Students will also learn the reasons why and cultural consequences that occurred when Native Americans, Africans, and Europeans began to cross paths beginning in the 1400s.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Civics:**

- 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).

#### **Geography:**

- 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.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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.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.

#### **Economy:**

- 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.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 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

#### **History:**

- 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.2: Use a variety of sources to illustrate how the American identity has evolved 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.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.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 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.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
- 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 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.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
- 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.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).



- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## **Interdisciplinary Connections and Standards:**

### **ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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.

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### **Unit Understandings:**

*Students will understand that...*

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- The exchange of goods and services can have negative and positive effects.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

#### **Unit Essential Questions:**

- How were the lives of native peoples influenced by where they lived?
- What happened when diverse cultures crossed paths?
- How did the characteristics of early Native American groups develop?
- How did the people of the desert Southwest meet their needs?
- How were native people of the Pacific Coast shaped by their surroundings?
- How did the great plains influence the traditions of the people living there?
- How did the Eastern Woodlands impact the lives of early people?
- How does where we live impact us?
- Why did Spanish explore the Americas?
- How did Spanish exploration change the lives of people in the Americas?
- How did European exploration affect the Americas?
- Why do products and ideas move from place to place?



## Knowledge and Skills:

*Students will know...*

- Vocabulary: charter, claim, colony, conquest, diverse, merchants, navigation, resistance, settlement, warship, endeavor, harvest, hieroglyph, hunter-gatherer, mesa, oral history, potlatch, prairie, slash-and-burn, totem pole
- Key People/Places: Pacal the Great, Cauac Sky, John Herrington, Wilma Mankiller, The Olmec, The Maya, The Mound Builders, The Hohokam, Ancestral Pueblo, Adena, Hopewell, Pueblo, Navajo, Apache, Karok, Hupa, Yurok, Suquamish, Duwamish, Puget Sound Salish, Iroquois
- Early humans migrated to the Americas from Eurasia after the last Ice Age. (AAPI)
- Early humans were primarily hunter-gatherers, and following large mammals resulted in their eventual migration over time.
- Eventually, early humans developed agriculture, which helped expand their population and create new social, political, and economic structures.
- Early technologies of hunter-gatherers and farmers helped advance society.
- The lives of Native Peoples were influenced by where they lived (Desert Southwest, Pacific Coast, Great Plains, Eastern Woodlands).
- Native American groups developed different political, religious, cultural, and economic characteristics based on their environment and their needs.
- The physical, climate, and vegetation features in the Western Hemisphere varied depending on location.
- Different groups of Europeans (Spanish, French, English, Dutch, Vikings) explored the Americas beginning in the 1400s for different reasons.
- Technological innovations helped Europeans explore the Americas.
- European Exploration affected the people already living in the Americas.
- The Columbian Exchange was an exchange of products, microbes, and ideas between Europe, Africa, and the Americas that had major cultural, economic, political, and religious consequences. (AAH)

*Students will be able to...*

- Describe how surroundings and location affected the daily lives of Early Native Americans, including choices of food, clothing, and shelter.
- Explain, compare, and contrast how different Native American groups adapted to their environments.
- Describe the roles of men and women, government structures, and economies of Native American groups.
- Identify physical, climate, and vegetation features in the Western Hemisphere.
- Describe how and why Spanish explorers first came to the Americas, including how technology helped them.
- Explain how the Spanish, Dutch, French, and British colonized North America and how native peoples were impacted.
- Compare viewpoints of both European explorers and native peoples.
- Describe the Columbian Exchange and describe its impact on trade, agriculture, ecology, and culture from different perspectives.
- Analyze Primary/Secondary sources.
- Put events in chronological order.
- Compare and contrast information.
- Identify and use a scale, compass rose, and a key on a map.
- Analyze timelines, pictures, and infographics.

- Identify problems and solutions.
- Identify causes and effects.

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Test or Inquiry Project
- “Stop and Check” Lesson Questions
- “Write About It” Reports
- Inquiry Tools: Graphic Organizers
- Whole Class & Small Group Discussions
- Teacher Observations
- Notebooks/Journals

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Divide the class into groups of different Native American tribes. Have students create a museum display and plaque depicting life in that particular tribe and characteristics that make that tribe unique.
- Complete graphic organizers and Venn Diagrams that compare/contrast the different Native American tribes.
- Write/type a diary entry from the viewpoint of a Pueblo, Navajo, or Apache person.
- Write/type an opinion piece about which Pacific Coast tribe was best equipped to handle its surroundings and why.
- Create a video or recording about the various activities and responsibilities of Native American men and women in the Great Plains.
- Create a comic strip depicting life as Native American living in the Eastern Woodlands.
- Fill in coloring maps/migratory zones related to Native Americans, European explorers, and the Columbian Exchange.
- Participate in various “Talk About It Connections” as a way to Think-Pair-Share.
- View alternative pictures/graphics and read lower-level texts in the “Explorer Magazine.”
- Watch videos about the Age of Exploration, the Columbian Exchange, and Native Americans.
- Draw a diagram of 3 different meals from each of the 3 continents using only native foods: Americas, Europe, Africa.
- Choose an explorer other than Christopher Columbus to create a “Trading Card” which lists important facts, reasons for his exploration, impact of his exploration, and evaluates whether his actions were mostly positive or negative.
- Create a graphic organizer that showcases the causes and effects of various innovations and Spanish conquests.
- Write/type a narrative from both the point of view of a European explorer and a Native American to show the differences in perspective.

- Write/type an advertisement describing an invention and why an explorer would find it useful.
- Create a timeline delineating the travels of the early explorers.

## *RESOURCES*

### Teacher Resources:

- Textbook- IMPACT Social Studies: U.S. History - Making a New Nation, Chapters 1 & 2
- [NJ Book Chapter 3](#)
- IMPACT Inquiry Journal
- IMPACT Research Companion
- IMPACT Explorer Magazine
- [IMPACT Inquiry Projects](#)
- [IMPACT Song Connections](#)
- [Interactive Maps](#)
- [Early exploration of NJ lesson](#)
- The Gilder Lehrman Institute Lesson Plans: [American Indians in a Changing World](#)
- [Native Knowledge 360° Lessons](#)
- Various video streaming websites
  - [mheducation.com](#)
  - [BrainPop](#)
  - [history.com](#)
  - [youtube.com](#)
- Websites for supplemental texts and research
  - [kiddle.com](#) (kid-friendly search engine)
  - [commonlit.org](#)
  - [readinga-z.com](#)
  - [readworks.com](#)
  - [newsela.com](#)
  - [school.eb.com](#)
- Websites/apps for creating multimedia
  - [Padlet.com](#)
  - [Sutori.com](#)
  - [Creately.com](#)
  - [Flipgrid.com](#)

### Equipment Needed:

- Various IMPACT books
- IMPACT online access
- Student chromebooks
- Student headphones
- Teacher computer



- Smartboard, Brightlink, or projector with speakers
- Internet access

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Colonization/Colonial New Jersey

**Target Course/Grade Level:** Social Studies - Grade 5

**Unit Summary:** In this unit, students will learn the effects of when new settlers began colonizing North America from the late 1500s to the mid-1700s. They will compare and contrast the three main geographic areas of the 13 British Colonies. They will analyze early government structures, the role of religion, and opportunities for different groups of people.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Civics:**

- 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.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

#### **Geography:**

- 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.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.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New



Jersey and the United States (e.g., energy, transportation, communications).

**Economy:**

- 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.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.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 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

**History:**

- 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.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 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.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 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, Life Literacies, and Key Skills:**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

## **Interdisciplinary Connections and Standards:**

### **ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



**Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Unit Understandings:**

*Students will understand that...*

- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today

**Unit Essential Questions:**

- What is the impact of people settling in a new place?
- How did early English settlers cooperate and clash with Native Americans?
- How did early European settlers compete with one another and Native Americans?
- What was life like for people in the New England Colonies?
- What was life like for people in the Middle colonies?
- What was life like for people in the Southern colonies?
- Why is the Western Hemisphere so Diverse?
- Who were the first Europeans to come to New Jersey?
- Why did the Dutch settle in New Netherland?
- How did English rule change life in New Jersey?
- What was life like in the New Jersey colony?
- How did the earliest explorers of New Jersey describe the Lenape? What caused tension between the two groups?
- What parts of early New Jersey still exist today? Which parts are different?
- How did the Quakers affect New Jersey?
- What was life like for African Americans living in New Jersey? (AAH)

**Knowledge and Skills:**

*Students will know...*

- Vocabulary: assembly, cash crop, commerce, covenant, demand, dissension, encomienda, environment, missionary, proprietor, Explore, Colony, Governor, Immigrant, Patroon, Slavery/slave, Proprietor, Constitution, Assembly, Delegate, Industry, Indentured servant
- Key People/Places: Anne Hutchinson, John Winthrop, Benjamin Franklin, Powhatan, Jamestown, John Smith, Pocohantas, Christopher Columbus, John Cabot, Giovanni da Verrazano, Henry

Hudson, Cornelius Mey, Peter Minuit, Sarah Kiersted, Peter Stuyvesant, Sir George Carteret, Richard Nicolls, Lord John Berkeley, Philip Carteret, William Penn

- Peoples' lives change when they settle in a new place.
- New settlers impact the environment and original inhabitants of a place.
- Sometimes European settlers got along with Native Americans and the two groups helped each other.
- Sometimes European settlers got into conflicts with Native Americans, competed with them, and mistreated them.
- Early European settlers from Spain, France, and England competed with one another over land, trade, resources, and religious influence over Native Americans.
- People living in New England were heavily influenced by religion and had strong government structures.
- The Middle Colonies were an area of ethnic/religious diversity and commerce.
- Due to its rich agriculture, the economy of the Southern Colonies revolved around cash crops and slavery. (AAH)
- Slavery was one part of the Triangle Trade. (AAH)
- The three areas of the 13 Colonies had different social, political, religious, and economic structures.
- An individual's race, gender, and economic status affected their opportunities living in the 13 Colonies. (AAH)
- The Dutch first came to NJ in the early 1600s to trade for furs with the Lenape
- The Dutch West India Company controlled trade in New Netherland and brought new settlers from Europe and Africa (AAH)
- Dutch settlers learned skills from the Lenape and build New Jersey's first permanent town, Bergen
- The English defeated the Dutch and took over New Netherland towards the middle of the 1600s
- The English attracted settlers to NJ from England and from other colonies
- East Jersey and West Jersey developed differently. The Quakers played an important role in West Jersey.
- East and West Jersey were reunited in 1702 and became a royal colony.
- Most people in colonial New Jersey lived on farms, but some worked in industries, too.
- Most farms were small family farms. Larger farms were worked by indentured servants and enslaved Africans. (AAH)
- Only white men who owned property had full rights in the New Jersey colony. (AAH)

*Students will be able to...*

- Explain how the Spanish, French, Dutch, and British colonized North America and how native people were impacted.
- Describe the cooperation and conflict that existed among the early English settlers, and between the Native Americans and the settlers.
- Identify what life was like for colonists in New England.
- Explain what shaped life in the Middle Colonies.
- Tell how agriculture and slavery impacted people in the Southern Colonies. (AAH)
- Describe how diverse cultures have influenced the Western Hemisphere.
- Explain why the Dutch decided to settle in New Netherland.
- Compare/contrast what life was like in colonial New Jersey for white male landowners, white women, Lenape adults and children, indentured servants, and enslaved Africans. (AAH)
- Analyze how New Jersey changed over time due European immigration by the Dutch, Swedes, and English.



- Describe how the environment caused colonial New Jersey to develop farming and industries such as iron mining, sawmills, glass factories, whaling, and fishing.
- Explain the role of government and assemblies in colonial New Jersey.
- Predict what might have happened if the Lenape had not taught the Dutch skills for farming and hunting.
- Analyze Primary/Secondary sources.
- Put events in chronological order.
- Compare and contrast information.
- Identify and use a scale, compass rose, and a key on a map.
- Analyze timelines, pictures, and infographics.
- Identify problems and solutions.
- Identify causes and effects.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Test or Inquiry Project
- “Stop and Check” Lesson Questions
- “Write About It” Reports
- Inquiry Tools: Graphic Organizers
- Whole Class & Small Group Discussions
- Teacher Observations
- Notebooks/Journals

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Analyze maps of colonial NJ and surrounding areas, and contrast how they have changed depending on the time period (1500s-1700s) and who has had control (Native Americans, Dutch, Swedes, English).
- Investigate the role of slavery in colonial New Jersey: When did it begin and end? What jobs were enslaved people forced to do? What was life like for them? What role did they play in shaping New Jersey? What was the difference between enslaved people and indentured servants? What could the leaders of colonial New Jersey have done differently to prevent/stop the slave trade from being allowed there? (AAH)
- Create a brochure or advertisement enticing settlers from England, Europe, and other colonies to move to New Netherland, East/West Jersey, or the English royal colony of New Jersey.
- Describe two ways the English changed NJ after they took over from the Dutch.
- Write a letter/journal entry pretending to be an English colonist living in East New Jersey: explain why you are unhappy with English proprietors, what you think of New Jersey’s first constitution, and what life is like.
- Create a timeline of colonial New Jersey.



- Create a social media profile or video (Facebook, Instagram, Tiktok, etc.) pretending you are a farmer or industry worker or a child in colonial New Jersey.
- Compare and contrast the life of a colonial child with that of a Lenape child.
- Compare and contrast East Jersey to West Jersey.
- Write a menu for the meal that a Dutch family in New Netherland might eat at dinnertime.
- Make a chart to show how power was shared in colonial New Jersey.
- Research Quaker populations today.

## *RESOURCES*

### Teacher Resources:

- Textbook- IMPACT Social Studies: U.S. History - Making a New Nation, Chapters 3
- [NJ Book Chapter 4](#)
- IMPACT Inquiry Journal
- IMPACT Research Companion
- IMPACT Explorer Magazine
- [IMPACT Inquiry Projects](#)
- [IMPACT Song Connections](#)
- [Interactive Map of Colonies](#)
- [Colonial Life in NJ Lesson Plan](#)
- [Pilgrims, Mayflower, and Thanksgiving-Lesson plan](#)
- The Gilder Lehrman Institute Lesson Plans: [Colonial America](#)
- Various video streaming websites
  - [mheducation.com](#)
  - [BrainPop](#)
  - [history.com](#)
  - [youtube.com](#)
- Websites for supplemental texts and research
  - [kiddle.com](#) (kid-friendly search engine)
  - [commonlit.org](#)
  - [readinga-z.com](#)
  - [readworks.com](#)
  - [newsela.com](#)
  - [school.eb.com](#)
- Websites/apps for creating multimedia
  - [Padlet.com](#)
  - [Sutori.com](#)
  - [Creately.com](#)
  - [Flipgrid.com](#)

**Equipment Needed:**

- Various IMPACT books
- IMPACT online access
- Student chromebooks
- Student headphones
- Teacher computer
- Smartboard, Brightlink, or projector with speakers
- Internet access

## ***UNIT OVERVIEW***

**Content Area:** Social Studies

**Unit Title:** Road to Revolution & New Jersey's Role

**Target Course/Grade Level:** Social Studies - Grade 5

**Unit Summary:** In this unit, students will learn about the events that occurred in the mid-1700s between the 13 colonies and the English government that led to the American Revolution. They will analyze how the French and Indian War and various political acts and taxes caused discontent in the British colonies. Finally, they will evaluate New Jersey's role during this time period amidst the growing tension.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

#### **Civics:**

- 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.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

#### **Geography:**

- 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.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

#### **Economy:**

- 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.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.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 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.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

#### **History:**

- 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.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.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.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.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 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.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).

## **Interdisciplinary Connections and Standards:**

### **ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### **Unit Understandings:**

*Students will understand that...*

- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

#### **Unit Essential Questions:**

- Why would a Nation want to become independent?
- What caused the conflict between Great Britain, France, and Native Americans?
- What were the views of the patriots, the loyalists, and the colonists?
- Why do people pay taxes?
- What events led the colonists to break with Great Britain?
- What important role did New Jersey play in the American Revolution?

#### **Knowledge and Skills:**

*Students will know...*

- Vocabulary: boycott, habitat, imposing, monopoly, outpost, recession, reconcile, repeal, vandalism, blockade, inflation, militia, monarch, negotiate, ally, French & Indian War
- Key People/Places: George Washington, James Logan, Sarah Bradlee Fulton, Phillis Wheatley (AAH), William Pitt, the Elder, Chief Pontiac, Iroquois, Loyalists, Patriots, Sons of Liberty, King George III, Benjamin Franklin, John Dickinson, Samuel Adams, Thomas Jefferson, Crispus Attucks (AAH), William Franklin, Abraham Clark, Richard Stockton, John Witherspoon

- Conflicts over land expansion arose between the British and French colonists in the mid-1700s and led to what was called the French and Indian War (otherwise known as the Seven Years War)
- Different Native Americans tribes sided with either the French or the British colonists.
- The main result of the French and Indian War was to unite the colonists in opposition to British government policy.
- Another result of the French and Indian War was a changed political landscape and the Proclamation of 1763, which banned English colonial settlement west of the Appalachian Mountains to protect Native Americans' land.
- George Washington played a major role in the French and Indian War.
- Patriots, Loyalists, and the British had different views.
- Various new taxes/acts (The Townshend Acts, Stamp Act, Sugar Act, Quartering Act), the Boston Massacre, and the Boston Tea Party increased tensions between Great Britain and the colonists.
- The Sons of Liberty and Daughters of Liberty formed to secretly and publicly rebel against British control.
- Many colonists boycotted the new taxes in different ways.
- Representatives of the First Continental Congress sent a letter to King George III to demand equal representation for all British colonists and repeal all unfair laws.
- The Declaration of Independence stated the colonists' desire to become an independent country and why.
- The Declaration of Independence is still important today because it promotes the idea of equal rights for all, natural rights, and the consent of the governed.
- Colonists in New Jersey had differing views on declaring independence from England.
- Because of its location, New Jersey played an important role in the American Revolution.
- The battles of Trenton and Princeton gave Americans hope in the Continental Army.
- Washington's army struggled through a harsh winter at Morristown.

*Students will be able to...*

- Identify the causes of the American Revolution.
- Describe the conflicting views of different groups before the American Revolution.
- Explain what increased tensions between Great Britain and the colonists.
- Describe the parts and purpose of the Declaration of Independence and how the document is still important today.
- Explain the ways the people of New Jersey protested the taxes.
- Sequence the events leading up to the American Revolution, including the Greenwich Tea Party.
- Compare the conflicting viewpoints on declaring independence that the New Jersey colonists held.
- Name 3 important battles of the American Revolution fought in New Jersey
- Analyze how New Jersey's location in the colonies affected its role in the American Revolution.
- Analyze Primary/Secondary sources.
- Put events in chronological order.
- Compare and contrast information.
- Identify and use a scale, compass rose, and a key on a map.
- Analyze timelines, pictures, and infographics.
- Identify problems and solutions.
- Identify causes and effects.



## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Test or Inquiry Project
- “Stop and Check” Lesson Questions
- “Write About It” Reports
- Inquiry Tools: Graphic Organizers
- Whole Class & Small Group Discussions
- Teacher Observations
- Notebooks/Journals

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Write an essay from the perspective of a Patriot, Loyalist, African American, or Native American, outlining his or her reasons for wanting or not wanting a war with Britain. Use evidence from the chapter and outside research. Form small groups that contain multiple perspectives. The group will then debate whether the colonies should go to war and present their findings to the class.
- Create a chart showing the causes/effects of the main events of the French and Indian War.
- Write/type an opinion piece on the most important event of the French and Indian War including three reasons.
- Create a Venn Diagram showing the similarities/differences between the Patriots, Loyalists, and British.
- Create a video or recording evaluating which side’s views on taxation make the most sense - the Patriots, Loyalists, or British.
- Hold a class debate on which event or person leading up to the Revolutionary War was most important.
- Write/type an opinion piece on why the Declaration of Independence is still important today and if any parts should be added/rewritten.
- In groups, use a thesaurus and dictionary to paraphrase the Declaration of Independence into more “kid-friendly” language.
- Listen to relevant songs from *Hamilton: The Musical* and analyze the lyrics. (“The Story of Tonight”, “Farmer Refuted”, “The Schuyler Sisters”, “You’ll Be Back”)
- Create a “Breaking News” video on Flipgrid.com about the Greenwich Tea Party.
- Interpret and contrast 3 viewpoints on independence in New Jersey by reading the primary sources written by William Franklin, Jonathan Elmer, and William Livingston.
- Fill in coloring maps/graphics related to the battles of the Revolutionary War in New Jersey.
- Create a comic strip, a diorama, or a dramatic skit depicting a specific Revolutionary War Battle that took place in New Jersey.
- Create a timeline delineating the causes leading up to the Revolutionary War.
- Participate in various “Talk About It Connections” as a way to Think-Pair-Share.
- View alternative pictures/graphics and read lower-level texts in the “Explorer Magazine.”



- Watch videos about the American Revolution.

## *RESOURCES*

### Teacher Resources:

- Textbook- IMPACT Social Studies: U.S. History - Making a New Nation, Chapter 4
- Textbook- IMPACT Social Studies: U.S. History - Making a New Nation, Chapter 5 Lesson 2
- [NJ Book Chapter 5](#)
- IMPACT Inquiry Journal
- IMPACT Research Companion
- IMPACT Explorer Magazine
- [IMPACT Inquiry Projects](#)
- [IMPACT Song Connections](#)
- [Boston Massacre, Yankee Doodle, Declaration of Independence](#)
- [Boston Massacre Lesson](#)
- [Interactive Maps](#)
- Various video streaming websites
  - [mheducation.com](#)
  - [BrainPop](#)
  - [history.com](#)
  - [youtube.com](#)
- Websites for supplemental texts and research
  - [kiddle.com](#) (kid-friendly search engine)
  - [commonlit.org](#)
  - [readinga-z.com](#)
  - [readworks.com](#)
  - [newsela.com](#)
  - [school.eb.com](#)
- Websites/apps for creating multimedia
  - [Padlet.com](#)
  - [Sutori.com](#)
  - [Creately.com](#)
  - [Flipgrid.com](#)

### Equipment Needed:

- Various IMPACT books
- IMPACT online access
- Student chromebooks
- Student headphones
- Teacher computer

- Smartboard, Brightlink, or projector with speakers
- Internet access

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Civics

**Target Course/Grade Level:** Social Studies - Grade 5

**Unit Summary:** In this unit, students will learn how our nation's first government was developed and how it changed over time to protect the rights of all people. They will research the compromises that occurred during this process and the important people who helped shape our country's foundation. They will examine, compare, and evaluate the Bill of Rights, the Constitution, the 3 branches of government, elections, and political parties.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Civics:**

- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 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.



- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 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.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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.

#### **Interdisciplinary Connections and Standards:**

##### **ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### **Unit Understandings:**

*Students will understand that...*

- In a representative democracy, individuals play a role in how the government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.



- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.

### Unit Essential Questions:

- How does the Constitution help us understand what it means to be an American?
- How do citizens make their views heard?
- What was the Articles of Confederation and why did it fail?
- How does the Constitution set up our government framework?
- How do the Constitution and the Bill of Rights impact citizens?
- How does history shape a country's government?
- How did NJ become part of the new country of the United States?
- How does the New Jersey state government work?
- What is the difference between local, state, and federal governments?

### Knowledge and Skills:

*Students will know...*

- Vocabulary: amendment, branch, article, bill, currency, delegate, federal, national, legislative, judicial, executive, checks and balances, jury, term, ratify
- People and Places: James Madison, Daniel Shays, George Mason, Martin Luther King Jr. (AAH), William Paterson
- The Articles of Confederation, ratified in 1781, was the first written document created to establish a United States government.
- The Articles of Confederation gave more power to individual states and less power to the federal government. This led to instability and economic problems
- Daniel Shay's Rebellion showed that there was much dissatisfaction with the Articles of Confederation.
- In 1787, the Constitutional Convention was held by delegates from most states to develop a new U.S. Constitution.
- The Great Compromise and the Three-Fifths Compromise were important steps in creating the Constitution. (AAH)
- The Preamble is the introduction to the Constitution and explains its purpose.
- The U.S. Constitution creates a division of powers between state and national government.
- The national government is divided into three branches, each with its own set of powers and duties: the legislative branch, the executive branch, and the judicial branch.
- A system of checks and balances ensures that none of the three branches becomes too powerful.
- The states ratified the Constitution into law in 1789, on the agreement that a Bill of Rights be added.
- The Bill of Rights consists of the first 10 amendments to the Constitution, which set limits on the U.S. government and protect the basic rights of all U.S. citizens.
- Amendments can be made to the U.S. Constitution through proposal and ratification.
- More amendments were created over time to help increase the rights of women, African Americans, and others. (AAH)
- Other countries in the world have systems of government that are sometimes similar and different to our own.



*Students will be able to...*

- Explain what the Articles of Confederation was and why it failed.
- Identify the people and events associated with the development of the U.S. Constitution.
- Describe the Constitution's significance as the foundation for the government.
- Explain how the U.S. government functions according to the Constitution.
- Detail the impact of the Constitution and the Bill of Rights on citizens.
- Explain how the U.S. Constitution has changed over time.
- Evaluate the strengths and weaknesses of the U.S. government.
- Compare and contrast governments in the Western Hemisphere

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- End of Unit Test or Inquiry Project
- "Stop and Check" Lesson Questions
- "Write About It" Reports
- Inquiry Tools: Graphic Organizers
- Whole Class & Small Group Discussions
- Teacher Observations
- Notebooks/Journals

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- As a class, propose a new amendment to the Constitution. Then, divide into two groups - one in favor of it and one opposed. On a class website, write a series of letters or editorials for and against the amendment, making references to points made in one another's writings.
- Create a chart showing the pros/cons of the Articles of Confederation.
- Create a comic strip or poster that displays pictures (either illustrated or copied/pasted) related to the 10 amendments in the Bill of Rights.
- Write/type/record a "Breaking News" segment describing the events unfolding at the Constitutional Convention or another point in time during the ratification process.
- Hold a class debate or write/type/record an opinion piece on the most important amendment to the U.S. Constitution.
- Create a poster or digital project showcasing the powers and duties of the three branches of the national government.
- Research various governments in the Western Hemisphere and then create a Venn Diagram showing the similarities/differences between them.
- In groups, use a thesaurus and dictionary to paraphrase the Preamble into more "kid-friendly" language.
- Act out the Bill of Rights with a series of simple body-movements to aid in retention and comprehension.

- Create a dramatic skit depicting The Great Compromise or the Three-Fifths Compromise. (AAH)
- Split students into groups: Each group chooses a nursery rhyme. Next, each group changes the lyrics to summarize the roles of the 3 branches of the US Government. Finally, groups perform their songs in front of the class.
- Fill in coloring maps/graphics related to the ratification of the U.S. Constitution.
- Research and create a timeline delineating the creation and ratification of the U.S. Constitution.
- Participate in various “Talk About It Connections” as a way to Think-Pair-Share.
- View alternative pictures/graphics and read lower-level texts in the “Explorer Magazine.”
- Watch videos about the Articles of Confederation, the U.S. Constitution, and the Bill of Rights.
- Participate in a [Mock Election](#).
- Engage in a [Civics Project](#).

## *RESOURCES*

### Teacher Resources:

- Textbook- IMPACT Social Studies: U.S. History - Chapter 6
- Textbook- IMPACT Social Studies: U.S. History - Pages 278 - 281 (“How Do Citizens Make Their Views Heard?”)
- IMPACT Inquiry Journal
- IMPACT Research Companion
- IMPACT Explorer Magazine
- [IMPACT Inquiry Projects](#)
- [IMPACT Song Connections](#)
- The Gilder Lehrman Institute Lesson Plans: [The US Constitution](#)
- [Ideas for Civics Projects](#)
- Various video streaming websites
  - [mheducation.com](#)
  - [BrainPop](#)
  - [history.com](#)
  - [youtube.com](#)
- Websites for supplemental texts and research
  - [kiddle.com](#) (kid-friendly search engine)
  - [commonlit.org](#)
  - [readinga-z.com](#)
  - [readworks.com](#)
  - [newsela.com](#)
  - [school.eb.com](#)
  - [icivics.org](#)
- Websites/apps for creating multimedia
  - [Padlet.com](#)
  - [Sutori.com](#)
  - [Creately.com](#)
  - [Flipgrid.com](#)

**Equipment Needed:**

- Various IMPACT books
- IMPACT online access
- Student chromebooks
- Student headphones
- Teacher computer
- Smartboard, Brightlink, or projector with speakers
- Internet access