

**SOCIAL STUDIES  
GRADE 5: COLONIAL AMERICA**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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Revised by: Social Studies Department

Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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## **Preface**

The Fifth Grade Social Studies curriculum seeks to meet Standard 6.1, U.S. History: America In The World, which was revised in 2020 to require students to learn about exploration, colonization and settlement in North America.

Students employ historical thinking skills during their investigations of Native American cultures, the Age of Exploration, the Middle Passage and Slavery, Colonial Settlement and Trade, and Seeds of American Democracy. Emphasis is placed on anchor skills including close reading of text, citing specific evidence, summarizing key ideas and details, and analyzing how and why individuals, events, and ideas develop within the course of a given text.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### **ELA Integration**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

### **English Language Arts Standards**

<https://www.state.nj.us/education/cccs/2016/ela/crosswalk.pdf>

Fifth Grade ([Word](#) | [PDF](#))

## **Unit 1: Native American Cultures**

**Number of Days: 15**

### **Why Is This Unit Important? (Big Idea)**

The United States was first inhabited by Native Americans. Native Americans such as the Lenni Lenape are indigenous to New Jersey. Before Europeans arrived, Native Americans had their own culture and traditions: housing, family, food, clothing and rules were unique and different. Today, Native American culture lives on and is celebrated and relearned by Americans. About 20,000 Native Americans live in New Jersey today (2020 Census).

### **Enduring Understandings:**

- Native American tribes lived in New Jersey for more than 10,000 years prior to European exploration and settlement.
- Native American cultures in New Jersey include the Lenni-Lenape, the Ramapough Lenape Indian Nation, and the Powhatan Renape Tribe.
- Native Americans had traditions of respecting the land and using its natural resources for survival, safety and prosperity.
- Native Americans were generally peaceful people who only resorted to violence when attacked or threatened by others.

### **Essential Questions:**

- What does it mean to be *native*? *Indigenous*?
- How did Native Americans live?
- Did Lenni Lenape families have roles and responsibilities for each member?
- How did Native Americans interact with European settlers when they arrived on their lands?

### **Acquired Knowledge:**

- *Lenni Lenape* is translated as “original people”, and these Native Americans are a part of the larger Algonquin tribe.
- The use of animal hides and plant fibers, as well as the cultivation of cotton, were important for Native American clothing.
- Native Americans often give thanks as part of their longstanding and central traditions; the “original” Thanksgiving, however, had more to do with the pursuit of peace between the Wampanoags and English settlers.
- Natural housing such as tipis, hogans, wigwams, longhouses and igloos were used depending upon the region and climate in North America.
- The word *powwow* comes from the Algonquin word *pau-wau*, meaning a curing or healing ceremony. In recent generations, *pau-wau* can be held for any kind of meeting led by elders, or a celebration.

**Acquired Skills:**

- List the Native American groups indigenous to New Jersey
- Use the map of North America to identify the native homelands to other well-known tribes such as Cherokee, Inuit, Navajo, Sioux and Iroquois.
- Compare and contrast Native Americans' understanding of land, ownership and responsibility to the natural environment with that of Americans today.
- Pocahontas and Sacagawea have been depicted in popular culture with some inaccuracies; learning about both women can reveal very important understandings of how Europeans interacted with Native Americans.
- Determine what percentage of Americans have Native American ancestry.

**Assessments:**

## Formative Assessments:

- Using a chart, students will write or draw the specific examples of housing, clothing, role of women, diet and geography for the Lenni Lenape and one other Native American group.
- Four Corners - ask students to move to the corner of the room representing Native Americans, Americans today, both, or neither, when giving visual or auditory examples of culture (music, history, language, art, clothing, cuisine)

## Summative Assessments:

- Quiz: Objective questions and/or short written responses

## Benchmark Assessment:

- Myth vs. History: Determine whether a story about the Lenni Lenape is true, or something else – and explain why.

## Alternative Assessment:

- Plickers Review

**Interdisciplinary Connections:**

- View [artifacts from Native American art](#), and give a short critique as to the artistic qualities and the work's cultural significance: visual art

**Accommodations and Modifications:**

- Provide pictures/chart on how the three branches of government are related
- Provide a word bank for unit vocabulary
- Provide guided notes on this unit
- Create flashcards for vocabulary for this unit
- Provide a study guide for this unit
- Shorten or modify text

**Extensions:**

- Read a story about the indigenous people from a different country and present the information and comparison to Native Americans to the class

**NJSLS Standards:**

- 6.1.5.CivicsPI.9
- 6.1.5.CivicsPD.3
- 6.1.5.GeoPP.1
- 6.1.5.GeoPP.2
- 6.1.5.GeoPP.3
- 6.1.5.GeoPP.6
- 6.1.5.GeoSV.3
- 6.1.5.GeoSV.5
- 6.1.5.GeoGI.1
- 6.1.5.GeoGI.4
- 6.1.5.EconET.3
- 6.1.5.EconEM.1
- 6.1.5.EconEM.5
- 6.1.5.EconGE.4
- 6.1.5.HistoryCC.2
- 6.1.5.HistoryCC.4
- 6.1.5.HistoryCC.5
- 6.1.5.HistoryCC.6
- 6.1.5.HistoryCC.8
- 6.1.5.HistoryCC.10
- 6.1.5.HistoryCC.11
- 6.1.5.HistoryUP.2
- 6.1.6.HistoryUP.7

**Teacher Resources:**

Core:

- Library of Congress, [Native American Heritage Month](#)
- Nearpod, [Native Americans](#)
- New Jersey Almanac, [History: Native Americans](#)
- Smithsonian National Museum of the American Indian: [Native American Women](#)

Supplemental:

- [Lenape Village at Waterloo Village](#)
- [States with the Biggest Native American Populations](#)
- Native Tech, [Culture Areas and Locations of Tribes with Illustrated Clothing](#)
- Nanticoke and Lenape Confederation: [Learning Center and Museum](#)
- Metropolitan Museum of Art: [Art of Native America](#)
- New Jersey History Kids
  - [For Teacher](#)
  - [Lenape Life Question Sheet](#)
  - [A Lenape Creation Story](#)
  - [Lenape Creation Story Question Sheet](#)

### **Technology Integration:**

- Use Flipgrid to create a “Did you know?” video
- Use Jamboard to share reflections on artifacts and natural resources in Native American life



## **Unit 2: Age of Exploration**

### **Number of Days: 15**

#### **Why Is This Unit Important? (Big Idea)**

Explorers came to the new world in search of new land while immigrants came for a better life. This unit will concentrate on the European Exploration of the new world, including North America, and how the earliest exploration led to new settlements.

#### **Enduring Understandings**

- Explorers came to the new world for different reasons
- Exploration brought about changes in technology
- The exploration of these lands caused its early civilizations to be destroyed

#### **Essential Questions**

- Why do people/governments feel the need to explore new territories?
- How does exploration impact the people that inhabit the land?
- Do the benefits of exploration outweigh the negative effects of exploration?

#### **Acquired Knowledge**

- Explorers came to the new world for wealth, religion and land
- Explorers had an effect on the people that were inhabitants of the land they came to explore
- Explorers came from different European countries and by different routes
- Review map skills (see map skills chart on Synergy)

#### **Acquired Skills**

- Trace the land and sea routes of European Explorers (review map skills – see chart)
- Formulate reasons why Europeans began to explore new areas
- Evaluate the impact of new technology on exploration

#### **Assessments:**

Formative Assessments:

- Using map skills from unit, trace an explorer's route identifying the bodies of water, continents, directions traveled, as well as the route
- Discuss in small groups the reasons why explorers traveled to new areas

#### Summative Assessments:

- Quiz – Technology changes
- Research - Compare and contrast the exploration journey of two explorers from different countries

#### Benchmark assessment:

- Myth vs. History: Determine whether a story about a European explorer is true, or something else – and explain why.

#### Alternative Assessment:

- Diary entry

#### **Interdisciplinary Connections:**

- Write a letter to the king and queen requesting funds for your trip - Language Arts
- Write a diary about your journey - Language Arts

#### **Accommodations and Modifications:**

- Students will review examples of diary entries
- Provide a color coded map of exploration routes
- Provide a word bank for unit vocabulary
- Provide guided notes on this unit
- Create flashcards for vocabulary for this unit
- Provide a study guide for this unit
- Shorten or modify text

#### **Extensions:**

- Students will write from the Native American viewpoint on the arrival of the Europeans

#### **NJSLS Standards:**

- 6.1.5.CivicsPD.3
- 6.1.5.CivicsPR.2
- 6.1.5.GeoPP.2
- 6.1.5.GeoPP.3
- 6.1.5.GeoPP.4
- 6.1.5.GeoPP.6
- 6.1.5.GeoSV.1
- 6.1.5.GeoSV.3
- 6.1.5.GeoSV.5
- 6.1.5.GeoHE.3

- 6.1.5.GeoGI.1
- 6.1.5.GeoGI.2
- 6.1.5.GeoGI.3
- 6.1.5.GeoGI.4
- 6.1.5.EconEM.5
- 6.1.5.EconGE.5
- 6.1.5.HistoryCC.4
- 6.1.5.HistoryCC.6
- 6.1.5.HistoryCC.10
- 6.1.5.HistoryUP.1
- 6.1.5.HistoryUP.3
- 6.1.5.HistorySE.1

## **Teacher Resources**

### **Core:**

- PBS Learning Media, [Age of Encounter: Explorers and Navigators](#)
- Nearpod
  - [The Age of Exploration](#)
  - [The Lost Colony of Roanoke](#)
  - [Columbus Arrives in the Americas](#)
  - [Exploring the Columbian Exchange](#)
- Gilder-Lerhman, [Coming to America on the Mayflower](#)
- iCivics: [Columbus to the Colonies](#)
- [All About Explorers](#)
- America Will Be, Houghton Mifflin, 1997 – pp. 104-125 (Exploration)
- [New Jersey Amistad Curriculum resources](#)

### **Supplemental:**

- Jamestown-Yorktown Foundation, [Navigation in the Age of Exploration](#)
- [The 1562 Map of America](#), Diego Gutierrez
- Library of Congress, [1492: An Ongoing Voyage](#)
- [MesoAmerican ballgame- The Sport of Life and Death](#)
- Meso-America Packet

### **Unit 3: The Middle Passage and Slavery in America**

**Number of Days: 15**

#### **Why Is This Unit Important? (Big Idea)**

Not all people in the United States came on their own will. This unit engages students in learning about the Middle Passage, a part of the Atlantic slave trade where millions of Africans were captured, put into chains and brought to North America and the Caribbean. Slavery in America was a dominant feature of the colonial American society and economy; enslaved people formed the basis of a growing mercantile trade and brought into doubt the validity of American ideals of freedom, equality and liberty. Students will learn about the true nature of slavery: frequent violence, sensory deprivation and starvation, family separation and restrictive codes all served to dehumanize enslaved Africans in North America – in order to serve their masters – northern businessmen, merchants and craftsmen as well as southern plantation owners.

#### **Enduring Understandings:**

- Starting in 1619, West Africans were captured, bound by rope and chains, and placed side-by-side in vessels for their several weeks voyage to North America and the Caribbean.
- Throughout our history, people have had to fight for equality.
- Bias, prejudice, stereotypes exist in all societies.
- Slavery served the economic interests of many different landowners and business owners in the colonies, which allowed them to grow their wealth and power.
- The brutality suffered by African slaves in the colonies including whipping, shackling, hanging, beating, burning, mutilation, branding, rape, and imprisonment.

#### **Essential Questions:**

- What is equality?
- What was the initial and lasting impact of the Middle Passage and slavery in North America?
- Can we compare the practice of slavery and indentured servitude in colonial labor systems?
- What was life like for slaves?
- How did race affect social, economic and political opportunity during the colonial era?

## **Acquired Knowledge:**

- Slavery and inequality was ingrained in colonial laws.
- Nearly half a million African-Americans were in the thirteen colonies by 1750, with about three-fourths in the southern colonies. Slaves comprised about 40% of the total population by 1750.
- Female slaves were often not spared from inhumane labor and working conditions; meeting quotas for rice, tobacco and cotton filled was much more likely than serving in childcare or house servant roles.
- Myths and misunderstandings about slavery still exist in society today.

## **Acquired Skills:**

- Know the geography of the thirteen colonies and how rural southern colonies fostered rapid growth of the institution of slavery during the 1700's.
- View, interpret and analyze slave narratives, slave ship artifacts and newspapers
- Explain how slaves were bought and sold as property, and the unlikely pathways for freedom during the colonial era.

## **Assessments:**

### Formative Assessments:

- Create a timeline on events that took place during the slave trade and slavery during the colonial era.
- Determine how many people who signed the Declaration of Independence also owned slaves.
- Small group reading groups and discussion: How did slavery affect children and future generations of Africans in North America?
- Conduct measurements to understand the conditions of Africans on the slave ship *La Amistad*.

### Summative Assessments:

- Performance/ Authentic Assessment (GRASPS)
  - Goal: Students will create a museum to honor slave culture and experiences
  - Role: Students will take on the role of a museum curator
  - Audience: The presumed audience will be citizens of Ewing Township
  - Situation: Funds have been granted to Ewing to build a museum
  - Product: Create a display of events through the use of artifacts including writing captions that describe the significance of each one
  - Standards: Grading rubric

#### Benchmark Assessments:

- Myth vs. History: Determine whether a common belief about slavery in early America is true, or something else – and explain why.

#### Alternative Assessment:

- Modified writing task

#### Interdisciplinary Connections:

- [Learning about Black Culture, History and Thought Through Art](#): visual art
- Read appropriate poems on civil rights or women's rights issues - Literature
- Listen to music on civil rights and women's rights issues

#### Accommodations and Modifications:

- Introduce vocabulary/concepts (civil rights, amendment and suffrage) that students may not be familiar with
- Provide a word bank for unit vocabulary
- Provide guided notes on this unit
- Create flashcards for vocabulary for this unit
- Provide a study guide for this unit
- Shorten or modify text

#### Extensions:

- Research an important figure from this era and /role play presentation to the class

#### NJSLS Standards:

6.1.8.D.4.b

6.1.8.D.5.d

#### Teacher Resources:

##### Core:

- Rossi, Ann. *Seeds of Change in American History: The Struggle for Equality*. National Geographic, 2004
- New Jersey State Library, [African-American Slavery in the Colonial Era, 1619-1775](#)
- Pulitzer Center, [The 1619 Project Curriculum](#)
- [New Jersey Amistad Curriculum resources](#)
- Learning for Justice: [Teaching Hard History: Grades K-5](#)

Supplemental:

- Nearpod: [Slavery In America](#)
- iCivics: Slavery: [No Freedom, No Rights](#)
- National Geographic: [Africans in Colonial America](#)
- Learning for Justice: [In The Elementary Classroom](#)
- Ashley Bryan, *Freedom Over Me: Eleven Slaves, Their Lives Brought to Life (2016)*
- Colonial Williamsburg Foundation: [Chained To The Land](#)

**Technology Integration:**

- Use Flipgrid to create a “Did you know?” video
- Use Jamboard to share reflections on artifacts and primary sources on slave culture and how we are all empowered by learning about this history

## **Unit 4: Colonial Settlement and Trade**

### **Number of Days: 15**

#### **Why Is This Unit Important? (Big Idea)**

Early colonial settlements, after many failures, eventually turned into thriving colonies. In New Jersey, Virginia and Massachusetts there were different reasons and different kinds of people who created the foundations of society, government and trade. Ultimately, the English colonies thrived because of their ability to engage in a Triangular Trade. Natural resources were important in establishing trade and wealth for some colonists.

#### **Enduring Understandings:**

- The modern-day state of Massachusetts was formed from Plymouth Plantation and Massachusetts Bay Colony, and by the Puritans from Northern Europe.
- Plymouth Rock is synonymous with the founding of Massachusetts.
- In Massachusetts, trade largely consisted of fishing, shipbuilding and skilled manufacturing.
- The modern-day state of Virginia was formed from the Virginia Company at Jamestown in 1607.
- Jamestown was the very first permanent settlement by the English in North America, and survived many failures in order to eventually succeed.
- In Virginia, trade and commerce largely revolved around tobacco farming and trade, and eventually, cotton.
- New Jersey was initially founded by Dutch settlers as New Netherlands, but became known as New Jersey when the land was eventually taken over by the English.
- Carpentry, skilled manufacturing (iron ore), transportation and agriculture (grain, wheat, indigo in south Jersey) were dominant industries in New Jersey. Its position at the mouth of the Delaware and near the Chesapeake Watershed and New England colonies allowed it to become the major hub for trade with Europe by 1750.

#### **Essential Questions:**

- How did mercantilism affect colonial life and communities?
- How did colonies get started?
- How did the earliest settlers learn from their failures in a strange, new land?
- How did Native Americans engage with the earliest settlers in the new colonies?
- What unique aspects of life and culture developed in each colony?



**Acquired Knowledge:**

- Names of the thirteen colonies, their founders and their earliest populations
- Different industries, agricultural crops and other natural resources which were critical to the survival of the colonies and their economic growth
- Understanding the customers of colonial trade and products
- How slavery allowed colonial businesspeople to grow their own wealth and the colonies, but at the expense of the humanity and freedom of African-Americans

**Acquired Skills:**

- Political and physical geography of 1600's and 1700's America.
- Reading summaries and historical fiction depicting different tradesmen and the life of women in the colonies
- Differentiating between the experiences of those in larger towns and those in more dangerous inland regions
- Using quantitative data to understand the rate at which each colony grew during the pre-Revolutionary period.

**Assessments:****Formative Assessments:**

- Kahoot!: name the colony
- Venn Diagram: similarities and differences between Virginia and Massachusetts
- World Map: label the parts of the Triangle of Trade
- Select a time period and colony, and have students create a timeline or compare/ contrast changes in the economy during the colonial era

**Summative Assessments:**

- In 1750, complete a journal entry to explain whether you – and your ancestors – have realized your dreams of liberty and wealth. Create your own character's gender, age, colony, religion, industry and other characteristics.

**Benchmark Assessment:**

- Myth vs. History: read and critique a modern story about colonial life, or, view a television show or movie about colonial life.

**Alternative Assessment:**

- Modified writing task

## **Interdisciplinary Connections**

- Using quantitative data to understand the rate at which each colony grew during the pre-Revolutionary period: mathematics
- Understanding differences in health based upon colony and personal characteristics: medicine, health, diet

## **Accommodations and Modifications:**

- Provide picture books about supply and demand within the Triangle of Trade
- Provide a word bank for unit vocabulary
- Provide guided notes on this unit
- Create flashcards for vocabulary for this unit
- Provide a study guide for this unit
- Shorten or modify text.

## **NJSLS Standards:**

- 6.1.5.CivicsPD.3
- 6.1.5.CivicsDP.3
- 6.1.5.CivicsHR.4
- 6.1.5.GeoPP.1
- 6.1.5.GeoPP.2
- 6.1.5.GeoSV.1
- 6.1.5.GeoSV.2
- 6.1.5.GeoSV.5
- 6.1.5.EconET.1
- 6.1.5.EconET.3
- 6.1.5.EconEM.1
- 6.1.5.EconEM.2
- 6.1.5.EconEM.3
- 6.1.5.EconEM.4
- 6.1.5.EconEM.5
- 6.1.5.EconEM.6
- 6.1.5.EconNM.3
- 6.1.5.EconGE.4
- 6.1.5.HistoryCC.1
- 6.1.5.HistoryCC.7
- 6.1.5.HistoryCC.9
- 6.1.5.HistoryCC.14
- 6.1.5.HistoryCC.15
- 6.1.5.HistoryUP.4
- 6.1.5.HistoryUP.6
- 6.1.5.HistorySE.2
- 6.1.5.HistoryCA.1

## Teacher Resources

Core:

- NJ.gov: [It Happened Here, New Jersey!](#)
- Nearpod:
  - [Colonial America](#)
  - [Colonial Life](#)
- Colonial Williamsburg Foundation, [Educator Resources](#)
- Gilder-Lehrman, [Colonial America](#)
- Gilder-Lehrman, [Pilgrims, the Mayflower and Thanksgiving](#)

Supplemental:

- America Will Be, Houghton Mifflin, 1997
- Library of Congress, [Colonial Settlement](#)
- [Reasons for the Founding of Massachusetts in 1630](#)
- National Park Service, [Maritime Service and Economy in Massachusetts](#)
- [New Jersey Colony Fact File](#)

## Technology Integration:

- Create a digital poster using Glogster in order to advertise a product or service as a merchant or farmer in colonial America

## **Unit 5: Seeds of Democracy**

### **Number of Days: 15**

#### **Why Is This Unit Important? (Big Idea)**

While it took centuries to realize much greater political participation and empowerment, the seeds of democracy began during the Colonial Era. The massive distance between North America and the Crown and Parliament in England required some measure of self-governance and local-decision making in faraway colonies. Land ownership permitted public participation in colonial government at first, but colonial legislatures and the belief in the rule of law (rather than hereditary monarchs or nobles) were firmly established in the 1600's and early 1700's in America.

#### **Enduring Understandings:**

- Before the English founded colonies in North America, people lived under absolute monarchs with limited rights.
- In a democracy, all citizens are able to participate, have a say, and be represented.
- Colonial legislatures were places where people came together to make decisions and create new rules and laws.
- Voting was not possible for all colonists. Over time, the requirement to own land was removed so more people could vote for their legislative representatives. Still, women and African-Americans would have to wait much longer to be enfranchised.

#### **Essential Questions:**

- How did colonial customs lead to a democratic system of government?
- How did representation evolve during the colonial period in America?
- How did individuals make a positive difference in colonial societies?
- How did core values of American democracy (fairness, equality, common good) evolve during the colonial period?
- How did religious freedom and toleration take shape?
- How did participatory government begin? What did it look like?
- How do our procedures for making decisions in the classroom and school reflect (or differ from) decision making in colonial era societies?
- Can we cite evidence from sources to describe how colonial democracy depended upon individual participation?

### **Acquired Knowledge:**

- Some early colonial governments were theocracies, others were managed directly by the directors of the company's charter, others developed councils appointed by the King.
- Early colonial legislatures included the House of Burgesses (Virginia) and Provincial Assembly (Pennsylvania).
- Colonial governments had to solve problems related to the safety and welfare of their settlements; they also had to ensure profits were flowing back to England.
- As time went on, a long period of salutary neglect ensured that colonial governments ruled their colonies with little interference from England.
- During the colonial period, democracy was a work in progress. Many aspects of life were undemocratic.
- In order to vote, you had to own land.

### **Acquired Skills:**

- Read and interpret important documents like the *Mayflower Compact* and *Virginia Statute on Religious Freedom*
- Examine the rooms where early legislatures had their meetings, and determine how the seating arrangements affected the way decisions were made.
- Follow the rules and procedures for conducting, and participating in, a legislative assembly meeting.
- Debate and determine best policies for solving problems in an American colony.
- Compare early forms of American democracy to the British political system at the time

### **Assessments:**

#### Formative Assessments:

- Kahoot! on rules and institutions of early American colonial governments
- Walk The Line: How democratic was the colony?
- Categorization: Who could vote?

#### Summative Assessments:

- Participate in a colonial legislature by voting on motions and bills, make a speech or share information to a fellow legislature who speaks, and propose a bill.

#### Benchmark Assessment:

- Myth or History: Read a story about early American democracy to determine if it was true, or something else. Explain your answer.

#### Alternative Assessment:

- Flash Card Review

#### **Interdisciplinary Connections:**

- Interpret legislative room furniture and layout to draw inferences about cooperation and conflict: architecture, design
- Determine how voter turnout and voter eligibility from Virginia, New Jersey, Pennsylvania and Massachusetts compare to elections today: mathematics

#### **Accommodations and Modifications:**

- Create flash cards for vocabulary used in this unit
- Provide a word bank for unit vocabulary
- Provide guided notes on this unit
- Provide a study guide for this unit
- Shorten or modify text

#### **NJSLS Standards:**

- 6.1.5.CivicsPI.1
- 6.1.5.CivicsPI.2
- 6.1.5.CivicsPI.3
- 6.1.5.CivicsPI.5
- 6.1.5.CivicsPI.6
- 6.1.5.CivicsPI.9
- 6.1.5.CivicsDP.1
- 6.1.5.CivicsDP.2
- 6.1.5.CivicsDP.3
- 6.1.5.CivicsPR.1
- 6.1.5.CivicsPR.3
- 6.1.5.CivicsPR.4
- 6.1.5.CivicsHR.4
- 6.1.5.CivicsCM.3
- 6.1.5.CivicsCM.4
- 6.1.5.CivicsCM.6
- 6.1.5.GeoPP.1
- 6.1.5.GeoSV.2
- 6.1.5.GeoSV.3
- 6.1.5.EconET.1
- 6.1.5.EconEM.6
- 6.1.5.EconNM.5
- 6.1.5.EconNM.7
- 6.1.5.HistoryCC.1
- 6.1.5.HistoryCC.3
- 6.1.5.HistoryCC.12

- 6.1.5.HistoryCC.13
- 6.1.5.HistoryCC.15
- 6.1.5.HistoryCA.1

## Teacher Resources

Core:

- iCivics:
  - [A Dive Into Democracy](#)
  - [Who Rules?](#)
  - [Colonial Influences](#)
- U.S. History.org, [American Government: The Colonial Experience](#)
- PBS Learning Media: [Creating Good Government in the Colonies](#)
- Smithsonian, [Colonists: Purpose](#)
- University of Houston, Digital History: [Government in England and the Colonies](#)
- Colonial Williamsburg Education Resource Library: [Government and Civics](#)
- <https://www.nj.gov/education/holocaust/curriculum/>

Supplemental:

- National Constitution Center, [The Legislative Branch \(introduced by Congressman John Lewis\)](#)
- [Ben's Guide](#)
- [Succeeding in the New World – Colonial America \(simulation\)](#)

<b>Economic Skills</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Understand the difference between wants and needs	I	R	R	M
Explain how scarcity and choice influence decisions made by individuals, communities and nations	-	-	I	R
Understand the role of producers and consumers	-	I	R	M
Understand how supply and demand influences price and output of product	-	I	R	M
Role and relationship among households, business, laborers and governments within an economic system	-	-	-	I
Production, distribution and consumption of goods	-	I	R	M
Role of money, savings, debt and investment in individuals' lives	I	R	R	M
The importance of setting long-term goals when making financial decisions within a community/nation	-	I	R	M
Compare and contrast how access to and the use of resources affects people across the world differently	-	I	R	R
Illustrate how production, distribution and consumption of goods and services affect global markets	-	-	I	R
Understand importance of saving	I	R	M	-
Understand how someone earns an income	I	R	M	-
The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)	I	R	R	M
Apply opportunity cost to determine why we make decisions on purchases	I	R	R	M

I = Introduce

R = Review

M = Master



<b>Map and Globe Skills</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M
The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M

All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the results of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as standalone units.

## **21<sup>st</sup> Century Skills & Career Readiness Practices**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic impacts of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP10. Plan education and career paths aligned to personal goals.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close-read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

## **Technology Integration**

**8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.**

**8.1.8.D.4 Assess the credibility and accuracy of digital content.**

For Example: In Unit 3, students complete a research simulation task. Students are required to close read multiple texts, determine the central idea, assess point of view and delineate specific claims in order to support an opinion essay on women's rights.

### **Interdisciplinary Connection**

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

For Example: In Unit 3, students complete a research simulation task. Students are required to close read multiple texts, determine the central idea, assess point of view and delineate specific claims in order to support an opinion essay on women's rights.

### **Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 5, students investigate 20<sup>th</sup> century conflicts, addressing the issues prejudice and bigotry. Students focus on agencies that promote peace such as the United Nations and Amnesty International.

### **Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 3, students participate in a performance task, creating a museum which highlights aspect of the Civil Rights Movement. Contributions of Women and African Americans are the central focus of the inquiry-based project.

### **LGBTQ+ Resources**

[Timeline](#)

[LGBTQ History](#)

[Iroquois Constitution](#)

[Gender Non-Conforming in Colonial Virginia](#)