

# Managed Curriculum



## Fifth Grade Social Studies

2011-2012 School Year



**John White, RSD Superintendent**



**Geography—48% of the iLEAP**  
**History--- (pre & colonial U.S., Historical Thinking Skills)—52% of the iLEAP**

## The 2011-2012 Managed Curriculum

**\*Note: The Managed Curriculum should be used in conjunction with the Assessment Guide and Academic Learning Plan.**

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
		<p><b>Establishing Effective Management Practices</b></p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> <li>• <b>Pretest of GLEs (using Pre-Assessment from Harcourt series)</b></li> <li>• <b>Culture Building</b> – Establishing Routines Class Procedures Student Expectations</li> <li>• <b>Student Friendly GLEs</b> – Posted in Student Binders (Check List) and Class Poster</li> <li>• <b>Goal Setting - Prescriptive Planning</b></li> <li>• <b>Set Up Student Portfolios</b> – Students’ Portfolio to include:               <ul style="list-style-type: none"> <li>○ Writing Samples,</li> <li>○ Student Projects</li> <li>○ Assessments: Formative and Summative</li> <li>○ GLE Accountabilities: Graphic organizers and other evidence</li> </ul> </li> </ul>	<p>Use games to enforce Vocabulary words such as:</p> <p>“Jeopardy”</p> <p>“Are you smarter than a 5<sup>th</sup> grader?”</p> <p>“Wheel of Fortune”</p> <p>See images on desktop</p>	<p><b>Teacher Note:</b></p> <p>Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p><b>Suggested Resources:</b></p> <p>“Champs”            “Harry Wong: First Days of School”</p>

**Unit 1: Early Peoples in the Americas (Beginnings to 1492)**  
**3 Weeks**

**Unit Description:**

This unit focuses on the history of early peoples in the Americas and their geographic locations.

**Guiding Questions:**

1. Can students describe the economic activities of American Indian cultures prior to contact with Europeans?
2. Can students describe the origins, characteristics, and expansion of ancient American empires and complex societies in the Americas?
3. Can students interpret a map using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
3	1	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude</li> </ul> <p><b>Teacher Note:</b> Give students opportunities to interpret maps daily (include learning centers).</p>	key / legend, compass rose, equator, latitude, longitude	Text, pp A2-3, 50-1, 246-7, 257, 261; Activity Book, pp.1, 12 Reading & Test Prep Book, pp. 4, 18  <b>LCC Activity 3</b>
18	1	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Describe economic activities within and among American Indian cultures prior to contact with Europeans</li> </ul>	nomad, agriculture, tribe, pueblo, Hogan, surplus, scarce, staple, adapt, barter, dugout, harpoon, travois, sod, wampum, slash and burn	Text, pp. 62-95 Reading & Test Prep Book, pp. 19-20 Activity Book, pp. 17-22  <b>LCC Activity 1, 4, 5</b>
41	1	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec)</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located desktop) or www.graphicorganizer.com.</p>	empire, civilization, engineering, astronomy, calculus, conquistadors, domestic, trait/ characteristic	Text, pp. 106-8 Activity Book, p. 17 <a href="http://en.wikipedia.org/wiki/Pre-Colonial_America">http://en.wikipedia.org/wiki/Pre-Colonial_America</a>  <b>LCC Activity 1, 4, 5, 6, 7</b>

**Teacher Reflection on Content Mastery**

**Can students**

- describe the economic activities of American Indian cultures prior to contact with Europeans?
- describe the origins, characteristics, and expansion of ancient American empires and complex societies in the Americas?
- interpret a map using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?

**Unit 2: Three Worlds Meet: The Americas, Western Europe, and  
Western Africa (Beginnings to 1620)  
4 Weeks**

**Unit Description:**

This unit focuses on the contact of early peoples in the Americas with Western Europeans and Africans and the resulting changes for all three worlds.

**Guiding Questions:**

1. Can students identify and compare historic Native American Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration?
2. Can students describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection?
3. Can students compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492?
4. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
4	2	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States</li> </ul> <p><b>Teacher Note:</b> Show pictures along with descriptions of landforms. Students should be able to identify by sight.</p>	landform, sea level, plain, plateau, basin, drought, tributary, delta	Text, pp A12-13, 18-39 Activity Book, p. 6  <b>LCC Activity 3</b>
27	2	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located on desktop) or <a href="http://www.graphicorganizer.com">www.graphicorganizer.com</a>.</p>	encounter, empire, extinct, civilization, worship, tradition	Text, pp. 106-8 Activity Book, pp. 18-22, 24 Reading & Test Prep Book, pp. 4, 18  <b>LCC Activity 2, 3</b>
28	2	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection</li> </ul>	encomienda, indentured servitude, commerce	Text, pp. 202-3, 234, 250  <a href="http://www.history.org/Almanack/life/family/essay.cfm">http://www.history.org/Almanack/life/family/essay.cfm</a>  <b>LCC Activity 1, 5</b>

29	2	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located on desktop) or <a href="http://www.graphicorganizer.com">www.graphicorganizer.com</a>.</p>	<p>adaptation, conflict, annex, resources, cultural superiority, arrogance</p>	<p>Text, pp. 145, 242-5</p> <p><a href="http://www.history.org/Almanack/life/family/essay.cfm">http://www.history.org/Almanack/life/family/essay.cfm</a></p> <p><b>LCC Activity 5, 6</b></p>
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**Teacher Reflection on Content Mastery**

**Can students**

- identify and compare historic Native American Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration?
- describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection?
- compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492?
- locate major landforms and geographic features, places, and bodies of water on a map of the United States?

**Unit 3: European Exploration and Colonization (Beginnings to 1620)**  
**8 Weeks**

**Unit Description:**

This unit focuses on motivations for early exploration in the Americas and the impact of exploration through the use of geographic tools and information.

**Guiding Questions:**

1. Can students describe the characteristics, functions, and applications of various types of maps and compare the use of different types of maps, including two different types of maps of the same area?
2. Can students interpret a map, using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?
3. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?
4. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
5. Can students explain the reasons why Europeans chose to explore and colonize the world?
6. Can students use economic concepts such as supply and demand, scarcity, and interdependence to identify the economic motivations for European exploration and settlement in the Americas?
7. Can students identify different points of view about key events in early American history?
8. Can students explain that cultures change through cultural diffusion, invention, and innovation?
9. Can students describe major early explorations and explorers and their reasons for exploration?
10. Can students describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
1, 2	3	<b>Students will</b> <ul style="list-style-type: none"> <li>• Describe the characteristics, functions, and applications of various types of maps</li> <li>• Compare the uses of different types of maps, including two different types of maps of the same area</li> </ul>	map projections, grid system, precipitation, elevation contour line, tundra, prairie, tropical/ topographic/ political/ resource maps	<b>GLE 1 &amp; 2:</b> Text, pp. 24-5, 25, 36, 38 Text atlas Activity Book, pp. 1, 7-9; 68-9, 76-7  <b>LCC Activity 1, 2, 3</b>
3, 4, 5	3	<b>Students will</b> <ul style="list-style-type: none"> <li>• Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude</li> <li>• Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States</li> </ul>	key / legend, compass rose, equator, latitude, longitude, landform, sea level, plain, plateau, basin, drought, tributary, delta, topography, terrain feature	<b>GLE 3:</b> Text, pp. A2-3, A12-13, 50-1, 246-7, 261 Activity Book, pp.1, 12 Reading & Test Prep Book, pp. 4, 18  <b>GLE 4:</b> Text, pp. 18-39, 257 Activity Book, pp.6

		<ul style="list-style-type: none"> <li>Translate a mental map into sketch form to illustrate relative location, size, and distances between places</li> </ul>		<b>LCC Activity</b> 1, 3 (GLE 3); 3, 4 (GLE 4); 1, 4, 5 (GLE 5)
10, 11	3	<b>Students will</b> <ul style="list-style-type: none"> <li>Describe the influence of location and physical setting on the founding of the original thirteen colonies</li> <li>Explain the reasons why Europeans chose to explore and colonize the world</li> </ul>	harbor, economic, arable land, timber, climate/ weather, missionary, empire, expedition, raw materials, bay, treaty, conquistador, desertion, grant (v.), armor	<b>GLE 10:</b> <u>location and the 13 colonies:</u> Text, pp. 158-63, 168-70, 188, 195-7, 212-13, 215, 232-3, 235-6 <b>GLE 11</b> <u>reasons for exploration:</u> Text, pp. 121-39 & Activity Book, pp. 30-33, 35-37 & Reading & Test Prep Book, pp. 34-5, 37-9  <b>LCC Activity</b> 2 (GLE 10); 8, 10 (GLE 11)
19, 22	3	<b>Students will</b> <ul style="list-style-type: none"> <li>Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas</li> <li>Identify different points of view about key events in early American history</li> </ul>	supply, demand, scarcity, interdependence, primary/ secondary source, atlas, almanac, encyclopedia, search engine	<b>GLE 19:</b> <u>economic motives for exploration / settlement:</u> <a href="http://library.thinkquest.org/J002678F/why.htm">http://library.thinkquest.org/J002678F/why.htm</a> & <a href="http://www.angelfire.com/tx/sandersonAP/NotesExp.html">http://www.angelfire.com/tx/sandersonAP/NotesExp.html</a>  <b>GLE 22</b> <u>points of view / key events:</u> Text, pp. xiii (“Points of View”--- various page references) 286, 240 Activity Book, p. 66, 79, 87 <a href="http://www.gilderlehrman.org/teachers/boisterous/section4_3.html">http://www.gilderlehrman.org/teachers/boisterous/section4_3.html</a> <b>LCC Activity</b> 10 (GLE 19); 11 (GLE 22)
30	3	<b>Students will</b> <ul style="list-style-type: none"> <li>Explain that cultures change through cultural diffusion, invention, and innovation.</li> </ul>	diffusion, adaptation, tolerance, embrace	Text, pp. 504-5, 502-7, 464, 219-20, 250, 598-9, 534-37, 489-488 <b>LCC Activity</b> 6, 11
31	3	<b>Students will</b> <ul style="list-style-type: none"> <li>Describe major early explorations and explorers and their reasons for exploration</li> </ul>	expedition, conquistadors, glory, stake a claim, navigation, exploit, opportunity, competition, motive	Text, pp. 108-139 Activity Book pp. 30-3 <a href="http://library.thinkquest.org/J002678F/why.htm">http://library.thinkquest.org/J002678F/why.htm</a> & <a href="http://www.floridahistory.com/early-explorers.html">http://www.floridahistory.com/early-explorers.html</a> <b>LCC Activity</b> 6, 8, 9

32	3	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples</li> </ul>	Christianity, missionary, resistance, coerce, slaughter, encounter, monarch, native, expedition	Text, pp. 127-35 Activity Book pp. 31, 35 Reading & Test Prep, p. 31 <a href="http://www.pbs.org/opb/conquistadors/home.htm">http://www.pbs.org/opb/conquistadors/home.htm</a> <b>LCC Activity 7, 8</b>
33	3	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa</li> </ul>	ecology, commerce, voyage	<a href="http://en.wikipedia.org/wiki/Columbian_Exchange">http://en.wikipedia.org/wiki/Columbian_Exchange</a> <b>LCC Activity 6, 9, 11</b>

### Teacher Reflection on Content Mastery

**Can students**

- describe the characteristics, functions, and applications of various types of maps and compare the use of different types of maps, including two different types of maps of the same area?
- interpret a map, using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?
- locate major landforms and geographic features, places, and bodies of water on a map of the United States?
- describe the influence of location and physical setting on the founding of the original thirteen colonies?
- explain the reasons why Europeans chose to explore and colonize the world?
- use economic concepts such as supply and demand, scarcity, and interdependence to identify the economic motivations for European exploration and settlement in the Americas?
- identify different points of view about key events in early American history?
- explain that cultures change through cultural diffusion, invention, and innovation?
- describe major early explorations and explorers and their reasons for exploration?
- describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples?

**Unit 4: Native American, Early European, and African Interaction (1565-1763)**  
**5 Weeks**

**Unit Description:**

This unit focuses on the interaction of Native Americans, early Europeans, and Africans, and how the use of geographic information can be used to explain life in early America.

**Guiding Questions:**

1. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
2. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
3. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
4. Can students explain ways in which goals, cultures, interests, inventions, and technological advances affected people’s perceptions and uses of places or regions in Colonial America?
5. Can students describe the impact of human action on the physical environment of early America?
6. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
7. Can students identify the natural resources used by people in the United States?
8. Can students identify historical issues or problems in early America and explain how they were addressed?
9. Can students describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
6, 7, 8	4	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements</li> <li>• Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers)</li> <li>• Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States</li> </ul> <p><b><u>Teacher Note:</u></b> Use Kids Inspiration (concept mapping located on desktop) or www.graphicorganizer.com.</p>	colony, royal & proprietary colonies, plantation, raw materials, renewable & nonrenewable resources, irrigation, natural barriers, climatic conditions, culture, elevation, vegetation, agriculture	<p><u>GLE 6</u> land use &amp; settlements: Text, pp. 40-43 &amp; Activity Book p. 10, 11 &amp; <a href="http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html">http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html</a> &amp; <a href="http://en.wikipedia.org/wiki/Colonial_history_of_the_United_States">http://en.wikipedia.org/wiki/Colonial_history_of_the_United_States</a> <u>GLE 7</u> geography &amp; settlement: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=411">http://edsitement.neh.gov/view_lesson_plan.asp?id=411</a></p>

				<p><u>GLE 8 regions:</u> Text, pp. 40-49 Activity Book, p. 13 Reading &amp; Test Prep Book, pp. 2-3</p> <p><b>LCC Activity</b> 1, 4 (GLE 6); 1, 3, 4 (GLE 7, 8)</p>
9, 14, 15	4	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America</li> <li>• Describe the impact of human action on the physical environment of early America</li> <li>• Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment</li> </ul>	environment, adapt, adaptation, teepee, igloo, natural resources, fossil fuels	<p><u>GLE 9: perceptions / uses of places:</u> <a href="http://www.kidinfo.com/American_History/Colonization_Jamestown.html">http://www.kidinfo.com/American_History/Colonization_Jamestown.html</a></p> <p><u>GLE 14: human impact:</u> <a href="http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html">http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html</a> &amp; <a href="http://www.biozone.co.nz/HUMAN_IMPACT.html">http://www.biozone.co.nz/HUMAN_IMPACT.html</a></p> <p><u>GLE 15: Native Americans &amp; Europeans:</u> Text, p. 169, 193</p> <p><b>LCC Activity</b> 4 (GLE 9); 2 (GLE 14); 1, 2, 3 (GLE 15)</p>
16, 20, 21, 24, 25	4	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify the natural resources used by people in the United States</li> <li>• Construct a timeline of key events in American history (beginnings to 1763)</li> <li>• Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline</li> <li>• Use both a primary and secondary source to describe key events or issues in early American history</li> <li>• Identify historical issues or problems in early America and explain how they were addressed</li> </ul> <p><b>Teacher Note:</b> Use Timeliner XE (located on desktop).</p>	Compromise resolve	<p><u>GLE 16: natural resources used:</u> text, pp. 70, 81, 86-88, 210, 558-9 &amp; <a href="http://www.biozone.co.nz/HUMAN_IMPACT.html">http://www.biozone.co.nz/HUMAN_IMPACT.html</a></p> <p><u>GLE 20 &amp; 21 timelines:</u> text, pp. 60-1, 93, 338, 343, 426 Activity Book, p. 16</p> <p><u>GLE 24: sources to describe events:</u> text, pp. 4, 400-1, 84, 134-5, 304, 500-1, 584-5, 375, 216-17 Reading &amp; Test Prep, pp. 17, 44, 145</p>

				<p><u>GLE 25:</u>  <u>identify issues:</u>  text, p. 91  Activity Book, p. 23  Reading &amp; Test Prep, pp. 115, 159</p> <p><b>LCC Activity</b> 1, 4 (GLE 16); 5 (GLE 20, 21); 9 (GLE 24); 3 (GLE 25)</p>
26, 34	4	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Conduct historical research using a variety of resources to answer historical questions related to early American history</li> <li>• Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century</li> </ul>	importation	<p><u>GLE 26:</u>  <u>conduct research:</u>  <a href="http://www.rcls.org/ksearch.htm">http://www.rcls.org/ksearch.htm</a></p> <p><u>GLE 34</u>  <u>arrival of Africans:</u>  text, pp. 145, 163, 118, 202-3  <a href="http://www.history.org/Almanack/people/african/aaintro.cfm">http://www.history.org/Almanack/people/african/aaintro.cfm</a></p> <p><b>LCC Activity</b> 2, 8 (GLE 26); 6, 7 (GLE 34)</p>
35, 36	4	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Explain the societal impact of the immersion of Africans in the Americas</li> <li>• Identify instances of both cooperation and conflict between Indians and European settlers</li> </ul>	allies, warfare, military tactics, conflict, treaty, cooperation, association, acceptance	<p><u>GLE 35:</u>  <u>Africans &amp; society:</u>  <a href="http://www.slaveryinamerica.org/history/hs_es_florida_slavery.htm">http://www.slaveryinamerica.org/history/hs_es_florida_slavery.htm</a></p> <p><u>GLE 36:</u>  <u>cooperation &amp; conflict:</u>  text, pp. 162, 164, 169, 212, 275  Activity Book pp. 73-5  <a href="http://en.wikipedia.org/wiki/Native_Americans_in_the_United_States">http://en.wikipedia.org/wiki/Native_Americans_in_the_United_States</a>  <a href="http://members.aol.com/TeacherNet/Colonial.html#Indians">http://members.aol.com/TeacherNet/Colonial.html#Indians</a>  <a href="http://xroads.virginia.edu/~CAP/PENN/pnind.html">http://xroads.virginia.edu/~CAP/PENN/pnind.html</a></p> <p><b>LCC Activity</b> 1, 8 (GLE 36); 6, 7 (GLE 35)</p>
<b>Additional Teacher Notes:</b>				

### **Teacher Reflection of Content Mastery**

#### **Can students**

- describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
- identify ways in which location and physical features influence the development or life in a region of the United States?
- identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
- explain ways in which goals, cultures, interests, inventions, and technological advances affected people's perceptions and uses of places or regions in Colonial America?
- describe the impact of human action on the physical environment of early America?
- explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
- identify the natural resources used by people in the United States?
- identify historical issues or problems in early America and explain how they were addressed?
- describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century?

**Unit 5: The English Colonies: Religious Freedom and Changing Political Institutions (1565-1783)**  
**6 Weeks**

**Unit Description:**

This unit focuses on the reasons why individuals and groups founded the British colonies.

**Guiding Questions:**

1. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
2. Can students describe economic interdependence among the thirteen American colonies?
3. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
4. Can students compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
5. Can students identify the causes, effects, or impact of a given event in early American history?
6. Can students describe and compare the various religious groups in Colonial America and the role of religion in colonial communities?
7. Can students describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States?
8. Can students describe reflections of European culture, politics, and institutions in American life?
9. Can students use both a primary and secondary source to describe key events or issues in early American history?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
10, 12	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of location and physical setting on the founding of the original thirteen colonies</li> <li>• Describe the economic interdependence among the thirteen American colonies</li> </ul>	Puritan, charter, town meeting, public office	<p><u>GLE 10:</u>  location and the 13 colonies:  Text, pp. 158-63, 168-70, 188, 195-7, 212-13, 215, 232-3, 235-6</p> <p><u>GLE 12</u>  economic interdependence:  Text, pp. 200-04, 210-15, 241-51  Activity Book, pp 48-9, 68-9</p> <p><b>LCC Activity 2</b> (GLE 10); 4 (GLE 12)</p>
13, 17	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict</li> </ul>		<p><u>GLE 13:</u>  political cooperation:  <a href="http://www.answers.com/topic/new-england-confederation">http://www.answers.com/topic/new-england-confederation</a></p> <p><u>GLE 17:</u>  compare governments:  <a href="http://www.academickids.com/encyclopedia/index.php/Colonial_government_in_America">http://www.academickids.com/encyclopedia/index.php/Colonial_government_in_America</a></p>

		<ul style="list-style-type: none"> <li>Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government</li> </ul>		<b>LCC Activity</b> 4 (GLE 13); 5 (GLE 17)
23	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Identify the causes, effects, or impact of a given event in early American history</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located desktop) or <a href="http://www.graphicorganizer.com">www.graphicorganizer.com</a>.</p>	architecture, culture, lifestyle, naval fleet, militia, self-reliance, debt	Activity Book, pp. 73-5 Reading & Test Prep Book, p 25-7, 79 <b>LCC Activity</b> 8
24, 37	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Use both a primary and secondary source to describe key events or issues in early American history</li> <li>Describe and compare the various religious groups in colonial America and the role of religion in colonial communities</li> </ul>	denominational, persecution, protestant ethic, demonize, religious observance, regional	<u>GLE 24:</u> sources to describe events: text, pp. 4, 400-1, 84, 134-5, 304, 500-1, 584-5, 375, 216-17 Reading & Test Prep, pp. 17, 44, 145 <u>GLE 37:</u> religious groups: text, pp. 166, 188-9, 191, 211, 194-7, 214-17. <a href="http://members.aol.com/TeacherNet/Colonial.html#Indians">http://members.aol.com/TeacherNet/Colonial.html#Indians</a> <b>LCC Activity</b> 1 (GLE 24); 6, 7 (GLE 37)
38	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States</li> </ul>	debtor, colonial assembly, restrictions, voter qualifications, commercial, agricultural, charter, proprietor	Text, pp. 188-205, 210-15, 232-39, 241-51. <a href="http://members.aol.com/TeacherNet/Colonial.html#Indians">http://members.aol.com/TeacherNet/Colonial.html#Indians</a> & <a href="http://www.history1700s.com/articles/article1109.shtml">http://www.history1700s.com/articles/article1109.shtml</a> <b>LCC Activity</b> 2, 3
39	5	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Describe reflections of European culture, politics, and institutions in American life</li> </ul>	trial by jury, innocent until proven guilty, Parliament, representation	<a href="http://www.usahistory.info/colonial/customs.html">http://www.usahistory.info/colonial/customs.html</a> & <a href="http://www.infoplease.com/ipa/A0854966.html">http://www.infoplease.com/ipa/A0854966.html</a> <b>LCC Activity</b> 3

**Additional Teacher Notes:**

## Teacher Reflection on Content Mastery

### Can students

- describe the influence of location and physical setting on the founding of the original thirteen colonies?
- describe economic interdependence among the thirteen American colonies?
- describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
- compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
- identify the causes, effects, or impact of a given event in early American history?
- describe and compare the various religious groups in Colonial America and the role of religion in colonial communities?
- describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States?
- describe reflections of European culture, politics, and institutions in American life?
- use both a primary and secondary source to describe key events or issues in early American history?

**Unit 6: European Impact: Cultural, Political, and Economic (1565-1763)**  
**8 Weeks**

**Unit Description:**

This unit focuses on the European influence on emerging cultural, political, and economic institutions in Colonial America.

**Guiding Questions:**

1. Can students locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States?
2. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
3. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
4. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
5. Can students explain ways in which goals, cultures, interests, inventions, and technological advances affected people’s perceptions and uses of places or regions in Colonial America?
6. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
7. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
8. Can students describe the impact of human action on the physical environment of early America?
9. Can students describe economic and political interdependence among the thirteen American colonies?

GLEs	LCC Unit	Objectives	Vocabulary / Terms	Harcourt Text / Suggested Resource Alignment
4, 6, 7	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States</li> <li>• Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements</li> <li>• Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers)</li> </ul>	<p>landform, sea level, plain, plateau, basin, drought, tributary, delta, colony, royal &amp; proprietary colonies, plantation, raw materials, renewable &amp; nonrenewable resources, irrigation, natural barriers, climatic conditions, culture, elevation, vegetation, agriculture</p>	<p><u>GLE 4:</u>  <u>landforms:</u>            Text, pp A12-13, 18-39            Activity Book, p. 6  <u>GLE 6:</u>  <u>land use &amp; settlements:</u>            Text, pp. 40-43 &amp;            Activity Book p. 10, 11 &amp;  <a href="http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html">http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html</a> &amp;  <a href="http://en.wikipedia.org/wiki/Colonial_history_of_the_United_States">http://en.wikipedia.org/wiki/Colonial_history_of_the_United_States</a>  <u>GLE 7:</u>  <u>geography &amp; settlement:</u>  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=411">http://edsitement.neh.gov/view_lesson_plan.asp?id=411</a>  <b>LCC Activity</b> 1, 3 (GLE 4); 1, 2 (GLE 6, 7)</p>

8, 9, 10	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States</li> <li>Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America</li> <li>Describe the influence of location and physical setting on the founding of the original thirteen colonies</li> </ul>	natural resource, modify, fertilizer, irrigation, nonrenewable, erosion, relative location, cultural region	<p><b>GLE 8:</b> <u>regions:</u> Text, pp. 40-49 Activity Book, p. 13 Reading &amp; Test Prep Book, pp. 2-3</p> <p><b>GLE 9:</b> <u>perceptions / uses of places:</u> <a href="http://www.kidinfo.com/American_History/Colonization_Jamestown.html">http://www.kidinfo.com/American_History/Colonization_Jamestown.html</a></p> <p><b>GLE 10:</b> <u>location and the 13 colonies:</u> Text, pp. 158-63, 168-70, 188, 195-7, 212-13, 215, 232-3, 235-6</p> <p><b>LCC Activity 2</b> (GLE 8); 5, 6, 7 (GLE 9); 1 (GLE 10)</p>
12	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Describe the economic interdependence among the thirteen American colonies</li> <li>Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located desktop) or <a href="http://www.graphicorganizer.com">www.graphicorganizer.com</a>.</p>	export, import, industry broker, auction, mercantilism, triangular trade	<p><b>GLE 12:</b> <u>economic interdependence:</u> Text, pp. 200-04, 210-15, 241-51 Activity Book, pp 48-9, 68-9 <b>LCC Activity 5, 6, 7</b> (GLE 12), 4, 5, 6, 7, 12 (GLE 13)</p> <p><b>GLE 13:</b> <u>political cooperation:</u> <a href="http://www.answers.com/topic/new-england-confederation">http://www.answers.com/topic/new-england-confederation</a></p>
		<p align="center"><b>Review for iLEAP TESTING</b></p> <p><b>Teacher Note:</b> Utilize the Learning Plan and Assessment Guide to review essential skills</p>		<p><b>Test Preparation Workbooks:</b> Coach Buckle Down Passing the iLEAP</p>
		<b>iLEAP TEST</b>	<b>iLEAP TEST</b>	<b>iLEAP TEST</b>
14, 15, 16	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>Describe the impact of human action on the physical environment of early America</li> <li>Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment</li> <li>Identify the natural resources used by people in the United States</li> </ul>	patriotism, recycle, farm produce	<p><b>GLE 14:</b> <u>human impact:</u> <a href="http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html">http://www.healthguidance.org/entry/6937/1/Transformation-of-the-Land-in-Colonial-America.html</a> &amp; <a href="http://www.biozone.co.nz/HUMAN_IMPACT.html">http://www.biozone.co.nz/HUMAN_IMPACT.html</a></p> <p><b>GLE 15:</b> <u>Native Americans &amp; Europeans:</u> Text, p. 169, 193 &amp;</p>

				<p><u>GLE 16:</u>  <u>natural resources used:</u>  text, pp. 70, 81, 86-88, 210, 558-9 &amp;  <a href="http://www.biozone.co.nz/HUMAN_I_MPACT.html">http://www.biozone.co.nz/HUMAN_I_MPACT.html</a>  <b>LCC Activity 4</b> (GLE 14, 15); 8 (GLE 16)</p>
17, 19, 20	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government</li> <li>• Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas</li> <li>• Construct a timeline of key events in American history (beginnings to 1763)</li> </ul> <p><b>Teacher Note:</b> Use Timeliner XE (located on desktop).</p>	supply, demand, scarcity, interdependence	<p><u>GLE 17:</u>  <u>compare governments:</u>  <a href="http://www.academickids.com/encyclopedia/index.php/Colonial_government_in_America">http://www.academickids.com/encyclopedia/index.php/Colonial_government_in_America</a></p> <p><u>GLE 19:</u>  <u>economic motives for exploration / settlement:</u>  <a href="http://library.thinkquest.org/J002678F/why.htm">http://library.thinkquest.org/J002678F/why.htm</a>  &amp;  <a href="http://www.angelfire.com/tx/sanderson/AP/NotesExp.html">http://www.angelfire.com/tx/sanderson/AP/NotesExp.html</a></p> <p><u>GLE 20:</u>  <u>timelines:</u>  text, pp. 60-1, 93, 338, 343, 427  Activity Book, p. 16</p> <p><b>LCC Activity 10</b> (GLE 17); 6 (GLE 19); 9, 13 (GLE 20)</p>
21, 22, 23	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline</li> <li>• Identify different points of view about key events in early American history</li> <li>• Identify the causes, effects, or impact of a given event in early American history</li> </ul> <p><b>Teacher Note:</b> Use Kids Inspiration (concept mapping located on desktop) or <a href="http://www.graphicorganizer.com">www.graphicorganizer.com</a>.</p>	architecture, culture, lifestyle, naval fleet, militia, self-reliance, debt	<p><u>GLE 21:</u>  <u>timelines:</u>  text, pp. 60-1, 93, 338, 343, 426  Activity Book, p. 16</p> <p><u>GLE 22:</u>  <u>points of view / key events:</u>  Text, pp. xiii (“Points of View”--- various page references) 286, 240  Activity Book, p. 66, 79, 87</p> <p><u>GLE 23:</u>  <u>identify events:</u>  Activity Book, pp. 73-5  Reading &amp; Test Prep Book, p 25-7, 79</p> <p><b>LCC Activity 9</b> (GLE 21); 7, 13 (GLE 22); 12 (GLE 23)</p>

25, 39, 40	6	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify historical issues or problems in early America and explain how they were addressed</li> <li>• Describe reflections of European culture, politics, and institutions in American life</li> <li>• Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland</li> </ul>	<p>compromise, resolve, patriot, loyalist, neutral</p>	<p><u>GLE 25:</u>  <u>identify issues:</u>  text, p. 91  Activity Book, p. 23  Reading &amp; Test Prep, pp. 115, 159  <a href="http://www.gilderlehrman.org/teachers/boisterous/section4_3.html">http://www.gilderlehrman.org/teachers/boisterous/section4_3.html</a></p> <p><u>GLE 39:</u>  <u>European culture:</u>  <a href="http://www.usahistory.info/colonial/customs.html">http://www.usahistory.info/colonial/customs.html</a> &amp;  <a href="http://www.infoplease.com/ipa/A0854966.html">http://www.infoplease.com/ipa/A0854966.html</a></p> <p><u>GLE 40:</u>  <u>loyalists:</u>  text, pp. 308-13  <a href="http://cybersleuth-kids.com/americanhistory/chapter3/loyalists.htm">http://cybersleuth-kids.com/americanhistory/chapter3/loyalists.htm</a></p> <p><b>LCC Activity</b> 12, 13 (GLE 25); 5, 14 (GLE 39); 10, 11 (GLE 40)</p>
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**Teacher Reflection on Content Mastery**

**Can students**

- locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States?
- describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
- identify ways in which location and physical features influence the development or life in a region of the United States?
- identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
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