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Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 5: Colonization

Dayton Public Schools

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Table of Contents

Grade 5

Introduction

• Acknowledgements	1
• How to Use This Guide	2-5
• Primary and Secondary Sources	6-7

Units

• Unit 1: Social Studies Skills and Methods	8
• Unit 2: Geography	23
• Unit 3: Native Americans	67
• Unit 4: Exploration	90
• Unit 5: Colonization	100
• Unit 6: American Revolution	128
• Unit 7: Government and Citizenship	141
• Unit 8: 1850-1930 Issues	166
• Unit 9: Modern Issues	198



INTRODUCTORY LESSON

The First American Colonies (1Day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>C. Explain how new developments led to the growth of the United States:</p> <p>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p> <p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North American and the consequences of their interactions with each other:</p> <p>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</p>	<p>Core Activity</p> <p>Students will be introduced to the early colonial settlements of America by observing a map, filling in a map themselves, and then researching information on their own.</p> <p>Find the entire lesson on the Web site: http://www.glc.k12.ga.us/BuilderV03/LPTols/LPShared/lpdisplay.asp?Session_State=&LPID=41031</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>New England, Mid-Atlantic, Southern States</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6 B:5 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Communication: A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- Have students choose one of the first thirteen colonies and allow them to use resources in the media center or on the Internet to write a report about the colony.

Additional Instruction:

- Make a T chart. Have the chart compare: reasons for wanting to settle the first English colony, and the realities once they got here. After this chart is complete, a second chart can be started. Here, compare problems of Jamestown, and problems the colonists solved.

Additional Resources

Web Sites:

- How America Got It's Name - http://www.earlyamerica.com/earlyamerica/bookmarks/americas_name/index.html
- Label the Colonies - <http://www.enchantedlearning.com/usa/label/13/13.shtml>
- The Ship - <http://www.education.com/common/resources/lp/soc/9711247o.pdf>

Informal Assessment

Clearly marked assessment in the lesson.



Our Heritage (4 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</p> <p>4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</p>	<p>Core Activity</p> <p>In this lesson, students will learn about the lasting effects of Spanish, French, and English colonization as they read about, and explain their discoveries through a newspaper assignment. Various Web sites will be used to discover information. Students will collaborate to create a newspaper that describes lasting cultural effects mentioned in the indicator.</p> <p>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/H5B4_Our_Heritage.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>effects, colonization, cultural patterns, architecture, tradition, historical traditions</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process:</p> <p>A:6</p> <p>Reading Applications:</p> <p>B:4</p> <p>C:3</p> <p>Writing Process:</p> <p>C:5</p> <p>H:17</p> <p>Research:</p> <p>B:2</p> <p>C:3</p> <p>E:6</p> <p>Communication:</p> <p>D:8</p>		

Differentiated Learning

Enrichment Activity:

- Allow students to play charades with word cards listing historical architecture, foods, language and traditions of the French, Spanish and English colonization.
- Create travel brochures that offer visitors information about what they will see, hear and taste when visiting each historical site, with a focus on Spanish, French or English heritage.
- Offer students the opportunity to create poems or songs to explain the traditions, foods, language or architecture they've discovered.
- Display newspapers in the hallway for other students to view, or copy and distribute to other fifth grade classrooms for reading.

Additional Instruction:

- Pair or group students to collaborate on the collection, organization, and presentation of information about their topics of interest.

- Allow students to choose from a variety of presentation modes to share information with the class on their topics.
- Pre-select resources for students who may have difficulty locating information.
- Challenge students to explore Spanish, French and/or English origins by interviewing persons and/or visiting cultural locations and sharing with the class.

Informal Assessment

Clearly marked assessment in the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p>	<p>Core Activity</p> <p>This exercise will graphically demonstrate to the student the recruitment and selection of colonists based upon the goals of the Virginia Company and the scarcity of essential labor for colonization.</p> <p>Find the entire lesson on the Web site: http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/society/engl_society.html</p> <p>The First Virginia Charter can be found at the Web site: http://www.law.ou.edu/hist/vchart1.html</p>	<p>recruitment, scarcity, essential, Virginia Company</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 F:8</p> <p>Reading Process: A:1, 6 B:5 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Writing Applications: B:5</p> <p>Communication: A:1,2</p>	<p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Economics</p>	

Differentiated Learning

Enrichment Activity:

- Have students pretend they are the King and rationalize how they chose who would come to the colony and their importance.
- Have students role play different people who were trying to convince the King that they should have a spot on the boat and should come to the colony. Explain why their trade is important, and what they could bring to the colony that is important.

- Students can make a chart or diagram illustrating how many people would come to The Virginia Colony.

Additional Instruction:

- Have students make a list of important things he/she would need to live if they went to a place where they were alone.

Additional Resources

Supplemental Texts:

- Coldham, Peter Wilson, *The Complete Book of Emigrants, 1607-1660*. Genealogical Publishing Co., Inc., Baltimore, MD., 1987.
- Billings, Warren M., Selby, John E., & Tate, Thad W., *Colonial Virginia*. KTO Press, White Plains, NY. 1987.
- Hatch, Charles E., Jr., *The First Seventeen Years, Virginia, 1607-1624*. UVA Press, Charlottesville, VA., 1957.

Community Connections

- Students could make a timeline and find the relation between the time when the Virginia Colony (1607) was founded to the time when Ohio was founded (1803).

Informal Assessment

Teachers can create their own assessments based on the lesson content.



Aspects of Colonial American Life (4 days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization and conflict:</p> <p>4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups North America including:</p> <p>d. Food; e. Clothing; f. Shelter.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</p> <p>a. Accuracy of facts; b. Credentials of the source.</p> <p>2. Locate information in a variety of sources using key words, related articles and cross-references.</p>	<p>Core Activity</p> <p>Use research methods to learn about colonial life in America and understand the influence of all of the different cultures on the architecture, clothing, toys, food, and tools.</p> <p>Find the entire lesson on the Web site: http://www.dps.k12.oh.us/academic/secso c/americanhistory/images/aspects.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts Art</p>	<p>colonial life, artifacts</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Research Standard A:1 B:2,3 C:3 E:6 D:5</p>		

Differentiated Learning

Enrichment Activity:

- The Lesson has such a wide variety of topics that enrichment activities can be found to add breadth so in-depth researches are quite easy to find.

Additional Instruction:

- Students requiring additional instruction may be assigned to groups with greater support. Care should be taken to give them a role that brings success.

Informal Assessment

Teachers can create their own assessments based on the lesson content.

**Settling the Plymouth Colony (5-8 Days)**

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>Government:</p> <p>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</p> <p>2. Explain the essential characteristics of American democracy including:</p> <p>c. The government is run directly by the people or through elected representatives.</p> <p>Citizenship Rights and Responsibilities:</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government:</p> <p>3. Explain the significance of the rights that are protected by the First Amendment including:</p> <p>a. Freedom of religion.</p>	<p>Core Activity</p> <p>Introduce the concepts of religious freedom and self-government.</p> <p>Find the entire activity on the Web site: http://www.everythingsl.net/lessons/plymouth_colony.php</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>self-government, religious freedom, Wampanoog, Mayflower, Pilgrim, Compact</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 B:4 F:8</p> <p>Reading Process: A:1,6 B:3 C:7</p>		

Acquisition of Vocabulary:**A:1****B:4****F:8****Reading Process:****A:1,6****B:3****C:7****Informational, Technical, and Persuasive****Text:****A:5****Writing Applications:****B:5****Communication:****A:1,2****Differentiated Learning***Enrichment Activity:*

- Students can make a chart or diagram illustrating how many people came to The Plymouth Colony.
- Have students compare and contrast the governments of Jamestown and Plymouth, considering how the goals of each group may have affected the governments chosen.

Additional Instruction:

- You are an investor in the Virginia Company. In order to make a profit, you must encourage people to leave England and move to Jamestown. Create an advertisement describing advantages of living in Virginia. If possible, provide an illustration.
- You are a Pilgrim wanting to travel to the New World, and establish a colony. However, you need "Strangers" (Non-Pilgrims) to accompany you so you will have a wide variety of skills, occupations & laborers to make your colony successful. What type of skills and occupations of workers will you need? Explain why.



***Taking a Stand in History, 1607-1865 –
Comparing the House of Burgesses
to the Mayflower Compact (2 Days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>A. Construct time lines to demonstrate an understanding of units of time and chronological order:</p> <p>1. Create time lines and identify possible relationships between events.</p> <p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other:</p> <p>4. Describe the waves of immigration to North American and the areas from which people came in each wave.</p> <p>5. Compare the reasons for immigration to North America with the reality immigrants experienced upon arrival.</p> <p>Government:</p> <p>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</p> <p>2. Explain the essential characteristics of American democracy including:</p> <p style="padding-left: 20px;">a. The people are the source of the government's authority;</p> <p style="padding-left: 20px;">d. The powers of government are limited by law.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use a variety of sources to organize information and draw inferences:</p> <p>4. Read information critically in order to identify:</p> <p style="padding-left: 20px;">b. The author's perspective;</p> <p style="padding-left: 20px;">c. The purpose.</p> <p>6. Draw inferences from relevant information.</p>	<p>Core Activity</p> <p>Both groups took a stand toward a beginning democracy that would lay the foundation of our nation. In this lesson students will: understand why the Jamestown settlement established its own laws; understand why the Pilgrims wanted to establish their own laws; and compare the House of Burgesses with the Mayflower Compact.</p> <p>Find the entire lesson on the Web site:</p> <p>http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/burgess_5.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>House of Burgesses, Jamestown, Mayflower Compact</p>

D. Use problem-solving skills to make decisions individually and in groups:

9. Use a problem-solving/decision-making process which includes:

- b. Gathering information;**
- c. Listing and considering options;**
- d. Considering advantages and disadvantages of options;**
- e. Choosing and implementing a solution.**

Reading Process: Contents of Print

B: 3 ,

D: 8

Reading Applications: Informational, Technical and Persuasive Text.

A: 1,

A: 5,

E: 3

Differentiated Learning

Enrichment Activity:

- Students who already know the similarities and differences between two documents might explore the purpose of rules in organizing/guiding a group of people in general. Does the purpose of the group affect the rules they make? Do all rules need to have punishments or rewards attached to them?

Additional Instruction:

- Have students explore what rules they have at home and at school and find differences and similarities. Then work with students to digest the documents, to master the vocabulary, and search for similarities and differences.

Informal Assessment

Clearly marked assessment in the lesson.



**You are the Historian:
Investigating the First Thanksgiving
(2-4 Days)**



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiated between primary and secondary sources.</p>	<p>Core Activity</p> <p>Over the last several years, experts at Plimouth Plantation have done a lot of research and thinking about the event that is commonly called "The First Thanksgiving." We were surprised at what we learned! You will be too, as you investigate the REAL First Thanksgiving.</p> <p>Find the entire activity on the Web site: http://www.plimoth.org/OLC/index_js2.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Plimouth, Plantation, primary source, historian, myth, cultural, Wampanoag</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 F:8</p> <p>Reading Process: A:1 B:3 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Writing Applications: B:2, 5</p> <p>Research: C:4</p> <p>Communication: A:1,2</p>		
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> Students can write fictional narratives told in the first person about their life as a pilgrim. 		

- Students can do a simple family tree of their family. They can talk with their family members about their history and make posters.

Additional Instruction:

- This site does an excellent job of providing extra help options for students to take along on their journey.
- Have students free-write a list of images for the first Thanksgiving. Then, use the Internet to find accounts of the Pilgrim's harvest celebration of 1621. Explain two things that surprised you.

Additional Resources

Supplemental Texts:

- Harness, Cheryl, *Three Young Pilgrims*, The Bradbury Press, New York, NY. 1992.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>C. Explain how new developments led to the growth of the United States.</p> <p>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p> <p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other:</p> <p>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</p>	<p>Core Activity</p> <p>Students investigate the factors that led to the founding of the colonies including escape from religious persecution, economic opportunity, release from prison, and military adventure.</p> <p>Find the entire lesson on the Web site: http://www.cal.org/siop/lessons/LPBB.html ! </p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Religious persecution, economic opportunity, immigrate</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6 B:3,5 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Writing Applications: B:5</p> <p>Research: C:3,4</p> <p>Communication: A:1</p>		

Differentiated Learning

Enrichment Activity:

- Students can do an oral interview with a family member, to be audio or videotaped.
- Students can write a letter to an ancestor explaining their life today and asking about their ancestor's life.
- Students can do a compare and contrast essay about the world the settlers left and the world they came to.

- Compare and contrast life of Puritans and life of Pilgrims.

Additional Instruction:

- Create a “Then and Now” chart: Pick one topic such as transportation. Have students present an example of then and now.
 - Then – walking and boats
 - Now – cars, busses and planes
- Draw a web chart on the board with “Pilgrims come to America” as the center. Ask for volunteers to complete the web by offering reasons people left England and came to America.
- Draw a second web on the board. This time write “Puritans Come to America.” Do the same thing with this chart. Now, compare and contrast the reasons these two groups came.

Informal Assessment

Teachers can create their own assessments based on the lesson content.

Amistad (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p> <p>3. Describe the experiences of African-Americans under the institution of slavery.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use a variety of sources to organize information and draw inferences:</p> <p>7. Organize key ideas by taking notes that paraphrase or summarize.</p>	<p>Core Activity</p> <p>Understand the predicament of the slaves on the <i>Amistad</i> and the conditions that led them to revolt against their captors.</p> <p>Find the entire lesson at the Web site: http://www.adprima.com/social20.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Drama</p> <p>Film Study</p>	<p>predicament, revolt, captors</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1, 8</p> <p>Reading Process: A:1,6 B:5 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Writing Applications: B:2,5 D:4</p> <p>Writing Conventions A:1,2,3 B:4,5 C:6,7,8,9,10,11</p> <p>Research: B:2 C:3,4 E:6</p> <p>Communication: A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- Distribute the informational sheet entitled "What Was It Like on the *Amistad*?" (*the worksheet is included with this lesson plan* - <http://www.adprima.com/amistadwork2.htm>). Call upon students to read passages aloud from the sheet. Then, for homework, have the students research a different slave ship, such as the *Lord Ligonier* (the ship on which Kunta Kinte traveled) or the *Teçora*, and have them write a brief essay about what it was like to travel on the ship as a slave. The essay should focus both on natural, weather-related hazards and on the cruel conditions imposed by the slave owners.

Additional Instruction:

- Show scenes from *Roots* and *Amistad* to get the students to understand (Do not show the whole movie). Pick clips you think would be good for students to understand what it was like on slave ships and the experiences they underwent to come to America. After viewing these clips, stop for explanations, and even have students answer one or two questions with each scene.

Additional Resources

Video:

- *Roots*, DVD, directed by Marvin J. Chomsky (Hollywood CA: 1977, Warner Brothers Productions)
- *Amistad*, DVD, directed by Steven Spielberg (Dreamworks SKG: 1997)

Informal Assessment

Clearly marked assessment in the lesson.



Salem Witch Trials (3-5 Days)



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>2. Locate information in a variety of sources using key words, related articles and cross-references.</p> <p>B. Use a variety of sources to organize key information and draw inferences:</p> <p>7. Organize key ideas by taking notes that paraphrase or summarize.</p>	<p>Core Activity</p> <p>This exercise acquaints students with the facts of the trials.</p> <p>Find the entire lesson on the Web site: http://coleman.glenrocknj.org/bonaguarot_webquest/terrybquest.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>acquaint, trial, Salem, Massachusetts, Puritans, trial</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 B:3 C:7</p> <p>Informational, Technical, and Persuasive Text: A:1,5</p> <p>Writing Applications: B:5 D:4 E</p> <p>Research: C:3,4 E:6</p> <p>Communication: A:1,2 D:8</p>		

Differentiated Learning

Enrichment Activity:

- When students create their maps they can be in different map formats (topographic, relief)
- *Macbeth* is referenced and this is a good place for more advanced readers to be exposed to higher level classic literature.
- Students can take the given piece of prose by Shakespeare and “translate” it into modern English
- Students can compare and contrast the modern concept of a witch with the concept of a witch as defined in colonial times
- Think of other incidents such as the expulsion of Roger Williams and Anne Hutchinson and similar moments in the past and present, in which hysteria or intolerance drove people to behave in an inhumane way. Can investigating events such as these help us to come to a better understanding and acceptance of differences?

Additional Instruction:

- Students can write about what it is like to be falsely accused of something.
- Students can discuss cause and effect of different behaviors.

Additional Resources

Web Sites:

- The Salem Witch Trials - <http://school.discovery.com/schooladventures/salemwitchtrials/index.html>
- The Salem Witch Trials Page - <http://www.salemwitchtrials.com/>
- The Salem Witch Trials Chronicles - <http://www.salemweb.com/memorial/index.shtml>
- Salem Massachusetts Witches - <http://www.salemweb.com/guide/witches.shtml>
- Witchcraft in Salem Village with Maps - <http://etext.virginia.edu/salem/witchcraft/>

Informal Assessment

Clearly marked assessment with rubric in the lesson.



Asian Loan Words (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>4. Describe the lasting effects of Spanish, French, and English colonization in North America including cultural patterns evident today such as language, food, traditions, and architecture.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>c. Language.</p>	<p>Core Activity</p> <p>One of the chief characteristics of English is its teeming vocabulary, an estimated 80% of which has come from other languages!</p> <p>Find the entire resource on the Web site http://www.teachervision.fen.com/spot/asianwords1.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Spice Islands, merchant sailors</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 F:8</p>		

Differentiated Learning

Enrichment Activity:

- Point out that the English language of the Pilgrim's time is not identical to English today. You may need to explain quotations that could be in the text for this section. For example, you may need to explain such expressions as "clapped up in prison," "civil body politics". Discuss with students the idioms of "growing up" "bound to obey" and "banded together." Have students think of some of their own, or research parallel terms of other languages.

Additional Instruction:

- Help students search through their text on the section of English colonization. Come up with a list of ten to twenty words that came from other languages. Define the words and discuss their origin. Then, have students make sentences out of them.



Eighteenth Century Sources (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
Social Studies Skills and Methods: B. Use of variety of sources to organize information and draw references. 6. Organize key ideas by taking notes that paraphrase or summarize.	Core Activity This is a massive collection of primary sources regarding slavery in America for students to read and summarize. Find the entire resource on the Web site: http://www.pbs.org/wgbh/aia/rb_index_hd.html	impact, summarize
<u>LANGUAGE ARTS ALIGNMENT</u> Reading Process: A:1 Informational, Technical, and Persuasive Text: A:1	Interdisciplinary Connections Language Arts	

Differentiated Learning

Enrichment Activity:

- Have students read through a variety of Web sites from the lesson Web site and create a timeline of what they are reading. However, tell the students to only record key events on their timeline. It may be helpful to make the timeline somewhat annotated. After the students have finished the timeline, have them summarize their findings by making a relation to each event that occurred with the next event.

Additional Instruction:

- Tell students to take three of the sources from the above lesson Web site. Have the students write down all the "key" information they find at each site. Next, have the students organize their notes by having them put similar ideas next to each and try to organize them into categories also (coming to America, slave life in America, etc). Now, have students write a summary of each category they have for their notes. (Anywhere from two to four sentences is fine).



The British Empire and the Royal Navy (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America as a result of exploration, colonization, and conflict.</p> <p>5. Explain how the United States became independent from Great Britain.</p> <p>Geography:</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity:</p> <p>10. Use or construct maps of colonization and exploration to explain European influence in North America.</p>	<p>Core Activity</p> <p>Emphasizes the contrast between Great Britain, with all of its resources, and the resources of the American colonies.</p> <p>Find the entire resource on the Web site: http://www.hmsrichmond.org/lesson1.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	colonies, resources
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Communication:</p> <p>A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- You are a customs agent sent to the colonies to enforce the Navigation Acts. Write a report to Parliament outlining why England should regulate colonial trade.

Additional Instruction:

- List advantages merchants had when trading with England or the West Indies or West Africa. List the disadvantages. How will the Navigation Acts affect future relationships with Great Britain?

Informal Assessment

Clearly marked assessment in the lesson.



Slavery and Runaway Slaves in Colonial America (2 Days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p> <p>3. Describe the experiences of African-Americans under the institution of slavery.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiated between primary and secondary sources.</p>	<p>Core Activity</p> <p>With careful analysis of the runaway slave ads that accompany this lesson, students will learn about the brutality of slavery.</p> <p>Find the entire lesson on the Web site: http://www.uiowa.edu/~socialled/lessons/slavery.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>brutality, interactions</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 B:2,3,4,5 C::7</p> <p>Writing Applications: A:1 C:7</p> <p>Writing Applications: A:1 B:2,5 D:4</p> <p>Research: C:4 E:6</p> <p>Communication: A:1,2</p>		
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none">Have students make posters advertising a meeting of an abolitionist society.		

- Show students other documents historians use to demonstrate what slavery was like. These might include photos, diary entries, letters, and lyrics from black spirituals dating from slavery times. Have students explain what the documents tell about the lives of slaves.

Additional Instruction:

- Have students make posters in response to the question "What was slavery like?"
- Students can write a fictional, first person account about life as a slave. The story can also record a slave's attempt at escape and what happened when he or she tried to "run to freedom."

Additional Resources

Supplemental Texts:

- Blassingame, John W. *The Slave Community: Plantation Life in the Antebellum South* (New York: Oxford University Press, esp. Chap. 5.) 1979.
- "Eighteenth Century Slaves as Advertised by Their Masters," *Journal of Negro History* 1, (163-216) April 1916.
- Mullane, Deidre (ed.) *Crossing the Danger Water: Three Hundred Years of African-American Writing*; New York: Doubleday, 1993.

Informal Assessment

Clearly marked assessment in the lesson.