

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 5 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence			
<b>Content Area</b>	<b>Social Studies</b>	<b>Course Title/Grade Level:</b>	<b>Fifth</b>

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<b>Topic/Unit #1</b>	<b>Launching: Building a Stony Brook Community</b>	<b>2 weeks</b>
<a href="#"><u>Topic/Unit #2</u></a>	<b>Age of Exploration and Native American Encounters</b>	<b>4 -5 weeks</b>
<a href="#"><u>Topic/Unit #3</u></a>	<b>European and American Colonies and Their Impact on Native Americans</b>	<b>6-8 weeks</b>
<a href="#"><u>Topic/Unit #4</u></a>	<b>American Revolution Across the Colonies</b>	<b>6-8 weeks</b>
<a href="#"><u>Topic/Unit #5</u></a>	<b>U.S. Constitution and Government</b>	<b>6-8 weeks</b>

Topic/Unit 1 Title	Launching Social Studies: Building a Stony Brook Community	Approximate Pacing	2 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Civics, Government, and Human Rights: Processes and Rules</b></p>			
<p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>			
<p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p>			
<p><b>Civics, Government, and Human Rights: Participation and Deliberation</b></p>			
<p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p>			
<p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue</p>			
<p><b>Civics, Government, and Human Rights: Human and Civil Rights</b></p>			
<p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p>			
<p><b>Civics, Government, and Human Rights: Civic Mindedness</b></p>			
<p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p>			
<p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p>			
<p><b>History, Culture, and Perspectives: Understanding Perspectives</b></p>			
<p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>			
<p><b>Geography, People, and the Environment: Human Environment Interaction</b></p>			
<p>6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p>			
<p><b>Geography, People, and the Environment: Global Interconnections</b></p>			
<p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>			

**Interdisciplinary Connections:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

**Amistad Law: N.J.S.A. 18A 52: 16A-88**

*(Example: Students will learn about the history and contributions of African Americans to our country, specifically how Civil Rights leaders pushed for equal human rights.)*

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

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.  
*(Example: When researching from multiple points of view, think, 'What factors are influencing the different perspectives?')*
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

**Computer Science and Design Thinking:**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.  
*(Example: Students will work in small groups to solve a variety of problems throughout this short unit, such as: teasing, bullying, working together in the classroom, and/or climate change).*
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</p> <p><i>(Example: During this launching social studies unit, students will work together to research and suggest ways to improve climate change, community, and/or civil rights).</i></p>	<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. •</p> <p>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. <i>(Example: Students will share with the class the presentation they created on their findings from researching climate change).</i></p> <p>8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.</p> <p>8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.</p> <p>8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.</p> <p>8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.</p> <p>8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. <i>(Example: Through researching climate change, students will discover and share how the human designed world can have unintended consequences for the environment.)</i></p>
--	---

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

- How can I celebrate my identity and the identity of others in order to be supportive and lift others up?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

- How has human activities affected environmental characteristics of places resulting in positive and negative impacts and what can we do to help the environment?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● they are an important member of society</li> <li>● that there are specific characteristics and behaviors that are expected within a classroom, a school, and a town community.</li> <li>● that they can contribute to classroom rules and expectations in order to develop a safe, welcoming learning environment.</li> <li>● what a “safe, welcoming” learning environment consists of.</li> <li>● people in history have shaped our country, state, and/or town.</li> <li>● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>● Individuals have the right to be safe and not to be bullied or discriminated against.</li> <li>● Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</li> <li>● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues</li> <li>● reading and researching from various perspectives will give them a fuller-picture of an event, problem, or piece of history.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● celebrate their individual identity.</li> <li>● Identify what it means to be a good citizen in all community types.</li> <li>● Articulate school and classroom rules and expectations.</li> <li>● Collaborate and brainstorm ideal behaviors that all students can and should follow within various communities.</li> <li>● Discuss the impacts that strong Civil Rights Leaders have had on our country, state, and/or town.</li> <li>● understand that all humans have rights.</li> <li>● Reflect upon behaviors demonstrated during discussions that promote collaboration and problem solving.</li> <li>● explain how humans have affected the environment and share possible solutions.</li> <li>● read and research various perspectives on a variety of topics.</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Classroom Constitutions</li> <li>● Benchmark pre-assessment prior to end of unit</li> </ul>
---	--

<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Discovery Education activities</li> <li>• Classroom discussions</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>• Student written skits and presentations of them of what it means to be a good Stony Brook Citizen.</li> <li>• Boxes and Bullets post-its from read alouds about Civil Rights Leaders.</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Proud to be an American!”</b> <b>Fifth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>• Imagine a family moved into your neighborhood from another country. You will need to teach them all about historical symbols, monuments and holidays and how they demonstrate American “identity”.</li> <li>• Students will be asked to use everything they know about the history of the United States of America to teach others. This may be accomplished through an essay, children’s picture book, or Google Slides.</li> </ul>

## RESOURCES

**Core instructional materials:**

- [Unit 1 Teaching Points](#)
- [Rosa Parks Nearpod](#)
- [Climate Change Nearpod](#)

**Supplemental Resources: Professional Resources available in Coach Office:**

1. *Be the Change* by Sara Ahmed
2. *The Civically Engaged Classroom: Reading, Writing, and Speaking for Change* by Mary Ehrenworth, Pablo Wolfe, and Marc Todd
3. *Nurturing Informed Thinking: Reading, Talking, and Writing Across Content-Area Sources* by Sunday Cummins

**Books:**

- *The Name Jar* by Yangsook Choi
- *Say Something* by Peter Reynolds
- *Human Rights And Liberty* by Charlie Ogdan
- *If A Bus Could Talk: The Story Of Rosa Parks* by Faith Ringgold
- *Child Of The Civil Rights Movement* by Paula Young Shelton

**Modifications for Learners**

See [appendix](#)

Topic/Unit 2 Title	Unit 2: Age of Exploration and Native American Encounters	Approximate Pacing	4-5 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Civics, Government, and Human Rights: Participation and Deliberation</b>            6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>Civics, Government, and Human Rights: Human and Civil Rights</b></p>			



6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Geography, People, and the Environment: Human Population Patterns**

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

### **Geography, People, and the Environment: Spatial Views of the World**

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

### **Geography, People, and the Environment: Global Interconnections**

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

### **Economics, Innovation, and Technology: Economic Ways of Thinking**

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

### **Economics, Innovation, and Technology: National Economy**

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

### **Economics, Innovation, and Technology: Global Economy**

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

**History, Culture, and Perspectives: Continuity and Change**

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**History, Culture and Perspectives: Understanding Perspectives**

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

**History, Culture and Perspectives: Historical Sourcing and Evidence**

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

**History, Culture, and Perspectives: Understanding Perspectives**

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

**Interdisciplinary Connections:**

**AMC Amistad Commission Mandate**

*~For example, students will learn:*

- Indigenous peoples and Africans, were enslaved and Europeans constituted an indentured labor force.
- See [Amistad Curriculum](#) to learn more.
- Students will learn through online research, read alouds, readings, and watching videos.

**RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

*~For example, locating text evidence when answering comprehension questions during class discussions.*

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*~For example, through classroom discussions students will generalize what the text was about.*

*~For example, summarize an encounter between an explorer and Native American culture group.*

**RI.5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*~For example, students will read multiple texts on an explorer and write long about him in order to teach others about their explorer.*

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

*~For example, students will develop a written piece to present to their peers about an East Coast Native American Culture Group, such as the Oneida, Tuscarora, Seneca, etc...*

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

*~For example, students will research a chosen explorer in depth and create a brochure about his travels, explorations, discoveries, and challenges.*

*~For example, students will research a region of Native American Culture Groups on the East Coast and discuss how they were impacted by the Age of Exploration.*

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

*~For example, students will read multiple texts on their chosen explorer and cite evidence to support their theories about their explorer.*

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

*~For example, students will present information on their explorer to a small group in order to develop common character traits about the explorers.*

*~For example, students will debate in small groups about the impact explorers had on East Coast Native American Culture Groups.*

**5-ESS3.C:** Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)

*~For example, through classroom discussions students will infer the impacts exploration and discovery had not just on Native American Culture Groups, but also the environments with the increase in travel, and movement of animals and products.*

Career Readiness, Life Literacies and Key Skills:	Computer Science and Design Thinking:
<p><b>9.1.5.CR.1:</b> Compare various ways to give back and relate them to your strengths, interests, and other personal factors.  <i>~For example, students will identify through classroom discussions how explorers used their interests to broaden the knowledge of their world around them.</i></p> <p><b>9.1.5. EG.4:</b> Describe how an individual’s financial decisions affect society and contribute to the overall economy.  <i>~For example, students will research an explorer and identify how he contributed to his country’s economic growth.</i></p> <p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.  <i>~For example, through classroom discussions students will discuss how careers in exploration have changed from earlier times to today.</i></p>	<p><b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim.  <i>~For example, students will research an explorer and share their thoughts about his impact on the world through a project.</i></p> <p><b>8.1.5.DA.5:</b> Propose cause and effect relationships, predict outcomes, or communicate ideas using data.  <i>~For example, students will complete their portion of an end of unit project that explains how the arrival of explorers changed the dynamics of the East Coast environment and Native American Culture Groups who lived on the East Coast.</i></p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● What were the characteristics of explorers and their reasons for exploring the New World? <ul style="list-style-type: none"> <li>○ Explorers had various reasons for voyaging to the New World.</li> </ul> </li> <li>● How are the concepts of exploration and the characteristics of explorers seen throughout history and the world today? <ul style="list-style-type: none"> <li>○ European exploration expanded global economic and cultural exchange into the Western Hemisphere.</li> </ul> </li> <li>● How did interactions among African, European, and Native American groups began a cultural transformation? <ul style="list-style-type: none"> <li>○ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</li> </ul> </li> <li>● What was the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives <ul style="list-style-type: none"> <li>○ European exploration expanded global economic and cultural exchange into the Western Hemisphere.</li> </ul> </li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>

**Students will demonstrate an understanding of the following concepts:**

- the characteristics of explorers.
- the major reasons for the Age of Exploration.
- what prompted many of the explorers to set out for unknown worlds.
- exploration changed after the discovery of the Americas.
- the impact of the explorations of Columbus and other explorers on the Native Americans cultures they met in the Americas.
- what Europeans hoped to gain politically and economically from exploration of the New World.
- the geographic implications that had a positive impact on the Age of Exploration.
- the need for the expansion of trade for economic survival among the European powers.
- the Northwest Passage.
- the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.
- Identify different ways of dating historical narratives (17th century, seventeenth century, 1600s, colonial period). (H)
- Interpret timelines of events studied. (H)
- Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
- Use maps and globes to identify absolute locations (latitude and longitude). (G)
- Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
- Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
- Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

***Students will be able to:***

- Describe the characteristics of explorers.
- Explain the major reasons for the Age of Exploration.
- Analyze how a ‘spirit of individualism” and “risk-taking” prompted many of the explorers to set out for unknown worlds.
- Analyze how the focus of exploration changed after the discovery of the Americas.
- Analyze the impact of the explorations of Columbus and other explorers on the Native Americans cultures they met in the Americas.
- Identify what Europeans hoped to gain politically and economically from exploration of the New World.
- Identify the geographic implications that had a positive impact on the Age of Exploration.
- Evaluate the need for the expansion of trade for economic survival among the European powers.
- Describe the Northwest Passage.
- Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.
- Identify the Native American Culture Groups of the East Coast
- Discuss the impacts the explorers had on the Native American Culture Groups of the East Coast

<ul style="list-style-type: none"> <li>• Synthesize how exploration has changed over time from the 1400s to today.</li> </ul> <p><b>(G, H, E) DISCIPLINES: H= History G= Geography E= Economics C= Civics and government</b></p> <p><b>Students will demonstrate an understanding of the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>• explorers, Indies, silk road, Northwest Passage, voyage</li> </ul>	
<b>ASSESSMENT OF LEARNING</b>	
<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>• Language Arts project on explorers.</li> <li>• Nystrom Activity (Join Columbus)</li> <li>• History Head project</li> <li>• Explorer brochure</li> <li>• Write diary entries from the perspective of an explorer.</li> <li>• Discovery Education student boards.</li> <li>• Compare the similarities and/or differences between the Native American culture groups of the East Coast.</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Discovery Education activities</li> <li>• Classroom discussions</li> <li>• Quizizz online activities</li> <li>• Student Interactive Notebook</li> <li>• Nystrom Map activities</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>• Boxes and Bullets post-its on research to identify main idea and details</li> <li>• Locate and label regions of the United States and where Native Americans have lived.</li> <li>• Creating a chart to compare two English, two French, and two Spanish explorers including when, why, where they explored, who financed them and the successes or failures they had. <ul style="list-style-type: none"> <li>○ Write a summary paragraph(s) explaining conclusions drawn from the above chart, describing similarities and/or differences. Students should express an opinion about which country had the greatest influence in exploring North America. Provide evidence to support this opinion.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Write an ad asking for sailors to join Columbus on his next voyage. (Describe the job or the type of person that Columbus might need.)</li> <li>• Students create an illustrated Columbian exchange map showing the movement of people and products between continents.</li> <li>• Students will research Native American Culture Groups within the three regions of the 13 colonies and turn-key what they have learned about them either through Google Slides, Canva, and/or a traditional poster.</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Proud to be an American!”</b> <b>Fifth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>• Imagine a family moved into your neighborhood from another country. You will need to teach them all about historical symbols, monuments and holidays and how they demonstrate American “identity”.</li> <li>• Students will be asked to use everything they know about the history of the United States of America to teach others. This may be accomplished through an essay, children’s picture book, or Google Slides.</li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Studies Weekly</li> <li>• Nystrom</li> <li>• Discovery Education</li> </ul> <p><a href="#"><u>Unit 2 Teaching Points</u></a></p> <p><b>Online Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Columbian Exchange Map</u></a></li> <li>• <a href="#"><u>Discovery Education Video</u></a></li> <li>• <a href="#"><u>Online Research Site for Explorers</u></a></li> </ul> <p><b>Trade Books</b></p> <ul style="list-style-type: none"> <li>• Scholastic News</li> <li>• Read Alouds</li> <li>• District purchased texts</li> <li>• Nations Of The Southeast (Series: Native Nations Of North America)</li> </ul>	

- Nations Of The Northeast Coast (Series: Native Nations Of North America)

**Related Websites/Technology:**

- [The First Americans \(Kids Discovery\)](#)
- [Native American Tribes and Regions](#)
- [Native Americans for Kids](#)
- [BrainPop American Indians](#)
- Discovery Education: videos and articles
- Newsela

**Supplemental materials:**

- Discovery Education
- Newsela
- Scholastic News
- Read Alouds
- District purchased texts
- Brain Pop
- Scholastic Go!
- Ebsco Host
- Britannica School
- The World Almanac for Kids Elementary

**Read Alouds:**

- *Around the World in 100 Years* by Jean Fritz
- *Exploration & Conquest: The Americas After Columbus: 1500-1620* by Betsy & Giulio Maestro
- *The Sea Singer* by Craig Moodie
- *Do you think you're going, Christopher Columbus?* by Jean Fritz

**Modifications for Learners**

See [appendix](#)



Topic/Unit 3 Title	Unit 3: European and American Colonies and Their Impact on Native Americans	Approximate Pacing	6-8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Civics, Government, and Human Rights: Civics and Political Institutions</b> 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>Civics, Government, and Human Rights: Participation and Deliberation</b> 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>Civics, Government, and Human Rights: Democratic Principles</b> 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p>			

**Geography, People, and the Environment: Human Population Patterns**

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**Geography, People, and the Environment: Human Population Patterns**

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**Geography, People, and the Environment: Spatial Views of the World**

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

**Geography, People, and the Environment: Human Environment Interaction**

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

**Geography, People, and the Environment: Global Interconnections**

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**Economics, Innovation, and Technology: Economic Ways of Thinking**

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**Economics, Innovation, and Technology: Exchange and Markets**

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**Economics, Innovation, and Technology: National Economy**

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**Economics, Innovation, and Technology: Global Economy**

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

**History, Culture, and Perspectives: Continuity and Change**

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

**History, Culture and Perspectives: Understanding Perspectives**

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

### **History, Culture and Perspectives: Claims and Argumentation**

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

### **Interdisciplinary Connections:**

**RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

*~For example, students will locate answers to comprehension questions when reading nonfiction text aloud.*

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*~For example, students will summarize the importance of their colonial career when presenting information during our 5th Grade Colonial Job Fair.*

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

*~For example, students will research a colonial career and will teach parents, staff, and community members about their career during our 5th Grade Colonial Job Fair.*

**W.5.6.** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

*~For example, students will design and create a Google Presentation about their chosen colonial career to be shared during our 5th Grade Colonial Job Fair.*

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

*~For example, students will research a chosen colonial career to share with parents, staff, and community members.*

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

*~For example, students will work with a partner or small group to research a colonial career.*

**SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
*~For example, students will share information in the first person form to parents, staff, and community members on their chosen colonial career.*

<b>Career Readiness, Life Literacies and Key Skills:</b>	<b>Computer Science and Design Thinking:</b>
--	--

**9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.  
*~For example, students will work as a team to research a colonial job and teach others about it.*

**9.4.5.DC.1:** Explain the need for and use of copyrights.  
*For example, students will cite resources used for their colonial career project.*

**9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.

**9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance.

**9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.  
*~For example, students will use online tools and resources to learn more about a chosen colonial career.*  
*~For example, students will use Discovery Education to gain more information about the regions of the 13 original colonies.*  
*~For example, when developing their colonial career presentation students will work confidently to create their presentation to reflect accurate information.*

**9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.  
*~For example, students will research a colonial job and identify the forms of technology needed for individuals to complete their job.*

**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.  
*~For example, students will research a colonial job and share with others in the community about the importance of this job to the growth of our nation.*

**8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.  
*~For example, students will discuss how colonial jobs depended upon each other in order for the colony to succeed.*

<p><i>For example, students will design and create a Google Presentation about a colonial career.</i></p> <p><b>9.4.5.TL.5:</b> Collaborate digitally to produce an artifact.  <i>~For example, students will work as a team to research a colonial job and teach others about it.</i></p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● How did the lifestyles of the New England, Middle Atlantic, and Southern Colonies create three different cultures in the United States? <ul style="list-style-type: none"> <li>○ The English established colonies in the South, New England, and the Mid-Atlantic region.</li> </ul> </li> <li>● How did the colonists adapt ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems? <ul style="list-style-type: none"> <li>○ The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</li> </ul> </li> <li>● How did interactions among African, European, and Native American groups begin a cultural transformation? <ul style="list-style-type: none"> <li>○ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</li> </ul> </li> <li>● What impact did the slave labor system and the loss of Native American lives have on the development of the United States and American culture? <ul style="list-style-type: none"> <li>○ The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</li> </ul> </li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b>Students will demonstrate an understanding of the following concepts:</b></p> <ul style="list-style-type: none"> <li>● the reasons why the English established colonies in the South, New England, and the Mid-Atlantic region.</li> <li>● the advantages/disadvantages of settling in Roanoke and Jamestown.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain and distinguish the reasons the English established colonies in the South, New England, and the Mid-Atlantic region.</li> <li>● Identify the advantages/disadvantages of settling in Roanoke and Jamestown.</li> </ul>

<ul style="list-style-type: none"> <li>● the treatment of slaves that were taken from Africa to North America.</li> <li>● cheap labor resulted in slavery.</li> <li>● the natural resources of New England.</li> <li>● the effects of religious disagreements.</li> <li>● importance of trading, fishing, and shipbuilding.</li> <li>● the environmental factors of each region that affected the culture and economy.</li> <li>● the Middle Colonies used resources to turn this region into successful farmland.</li> <li>● the similarities and differences between New York and Philadelphia.</li> <li>● similarities and differences between life on a plantation to life on a small farm.</li> <li>● the characteristics necessary to become a leader in the American colonies and relate these to necessary characteristics today.</li> <li>● the need for land was a driving force amongst leaders, countries, and common man.</li> <li>● the conflict between the economic needs of the colonies and those of Great Britain.</li> <li>● the importance of triangular trade to the New England economy.</li> <li>● how Parliament affected the relationship between the government and the colonists.</li> <li>● distinct features of farming created a different standard of living and economic base in each region.</li> <li>● the definitions of: wilderness, meetinghouse, self-sufficient, banish, magistrate, dissenter, wampum, import, triangular trade, Middle Passage, industry, shipyard, Piedmont, fall line, proprietor, religious toleration, "holy experiment," yeoman, backcountry, subsistence, apprentice, tidewater, cash crop, export, House of Burgesses, representative, debtor, trustee, post road, profit</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the relationship between the Native Americans of the East Coast and the settlers.</li> <li>● Describe the treatment of slaves that were taken from Africa to North America.</li> <li>● Explain how the need for cheap labor resulted in slavery.</li> <li>● Describe the natural resources of New England.</li> <li>● Explain the effects of religious disagreements.</li> <li>● Discuss the importance of trading, fishing, and shipbuilding.</li> <li>● Distinguish the environmental factors of each region that affected the culture and economy.</li> <li>● Analyze how the people of the Middle Colonies used resources to turn this region into successful farmland.</li> <li>● Discuss the similarities and differences between New York and Philadelphia.</li> <li>● Compare life on a plantation to life on a small farm.</li> <li>● Analyze the characteristics necessary to become a leader in the American colonies and relate these to necessary characteristics today.</li> <li>● Describe how the need for land was a driving force amongst leaders, countries, and common man.</li> <li>● Identify the conflict between the economic needs of the colonies and those of Great Britain.</li> <li>● Evaluate the importance of triangular trade to the New England economy.</li> <li>● Explain the role Parliament played and how it affected the relationship between the government and the colonists.</li> <li>● Explain how distinct features of farming created a different standard of living and economic base in each region.</li> </ul>
---	--

<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	<p><b><i>Students will demonstrate their knowledge/skill by:</i></b></p> <ul style="list-style-type: none"> <li>● Colonies Brochure</li> <li>● Ben Franklin Project (Use two or more sources to research Benjamin Franklin and the important role he played in the middle colonies.)</li> <li>● Host a Colonial Job Fair</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Discovery Education activities</li> <li>● Classroom discussions</li> <li>● Quizizz online activities</li> <li>● Student notes</li> <li>● Student Interactive Notebooks</li> <li>● Create a map on the triangular trade routes and slave trade</li> <li>● Study the evolution of a colonial job through its modern day equivalent</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>● Cloze reading activities</li> <li>● Labeling the colonies map</li> <li>● Nystrom activities</li> <li>● Quizzes</li> <li>● Written reflection</li> <li>● Write a journal entry from the perspective of a colonist or slave</li> <li>● Create Venn diagram comparing immigration experiences (slave, European immigrant, indentured servant).</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><b>“Proud to be an American!”</b></p> <p><b>Fifth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>● Imagine a family moved into your neighborhood from another country. You will need to teach them all about what it means to be an American - the history of the United States.</li> <li>● Students will be asked to use everything they know about the history of the United States of America to teach others. This may be accomplished through an essay, children’s picture book, or Google Slides.</li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● Studies Weekly</li> <li>● Discovery Education</li> </ul>	



- Nystrom
- *Colonial Times: Short Nonfiction for American History* by Stephanie Harvey, Anne Goudvis

**Resources:**

- **Life in the Colonies**
  - Shared Drive under 5th Grade Social Studies
- **Studies Weekly**
  - Week 8: Early English Colonies
    - Founding of Jamestown
    - Werowocomoco
    - To Work or Not to Work
    - Survival in Jamestown
    - Slavery in Jamestown
  - Week 9: New England Colonies
  - Week 10: Middle Colonies
  - Week 11: Southern Colonies
  - Week 12: Slavery in the Colonies

**[Unit 3 Teaching Resources](#)**

**Online Resources:**

- **Jamestown and Roanoke:**
  - [National Park Service: Life in Jamestown and Plymouth](#)
- [Virtual Jamestown](#)
- [European Explorers](#)
- **New England Colonies:**
  - [Podcast of the New England Colonies](#) (Interactive)
- **Middle Colonies:**
  - [Podcast of the Middle Colonies](#) (Interactive)
- **Southern Colonies:**
  - [Podcast of the Southern Colonies](#) (Interactive)
  - [Southern Colonies: History and Facts](#)
- [Colonial Regions Layers Book](#)

**Supplemental materials:**

- Discovery Education
- Newsela
- Scholastic News
- Read Alouds
- District purchased texts
- Brain Pop
- Scholastic Go!
- Ebsco Host
- Britannica School
- The World Almanac for Kids Elementary

**Read Alouds:**

- *Pocahontas* by George Sullivan New Beginnings
- *Jamestown and the Virginia Colony 1607 – 1699* by Daniel Rosen
- *The Jamestown Colony* by Gail Sakarui
- Cobblestone Magazines: Rediscovering Jamestown The Birth of New York – *The Dutch in America*
- Appleseeds Magazine: *Growing Up at Jamestown*
- *If You Sailed on The Mayflower in 1620* Ann McGovern
- *The New Americas: Colonial Times 1620-1689* by Betsy & Giulio Maestro
- *Book of the American Colonies* by Howard EggerBovet and Marlene Smith-Baranzini
- *Chronicle of America: Colonial Times 1600-1700* by Joy Masoff
- *What's the Big Idea Ben Franklin?* By Jean Fritz Benjamin Franklin by Peter & Connie Roop
- *Benjamin Franklin* by Ingri & Edgar Parin d'Aulaire
- *Dear America Series:*
  - *A Journey to a New World – The Diary of Remember Patience Whipple*
  - *Standing in the Light* (PA colony)
  - *Look to the Hills* (NY colony)
- *The Scoop on Clothes, Homes, and Daily Life in Colonial America* by Elizabeth Raum
- *You Wouldn't Want to Be an American Colonist* by Jacqueline Morley

**Books:**

- *A Visual Dictionary Of A Colonial Community* (Series: Crabtree Visual Dictionaries)
- *You Wouldn't Want To Be An American Colonist!* by Jacqueline Morley
- *The British Colonies* (Series: The Story Of America)

- *Racing To Colonize The New World* (Series: Primary Source Readers)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 4 Title	Unit 4: American Revolution Across the Colonies	Approximate Pacing	6-8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p><b>History, Culture, and Perspectives: Continuity and Change</b></p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>History, Culture and Perspectives: Understanding Perspectives</b></p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p><b>History, Culture and Perspectives: Historical Sourcing and Evidence</b></p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>			
<b>Interdisciplinary Connections:</b>			
<p><b>RI.5.1.</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  <i>~For example, students will answer comprehension questions during classroom discussions and support their thinking with text evidence from either an article, nonfiction book, or online textbook.</i></p> <p><b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <i>~For example, students will draft a script in the first person point of view to discuss and teach their peers about various battles in the American Revolution.</i></p> <p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.  <i>~For example, students will use Discovery Education, nonfiction trade books, and various websites to collect information about battles within the American Revolution to “teach” their peers about.</i></p> <p><b>3-5-ETS1-1.</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>			

*~For example, students will design and create a model to improve George Washington’s trip across the Delaware River during the Battle of Trenton using given supplies.*

**5.NBT.5 B.** Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5. Fluently multiply multi-digit whole numbers using the standard algorithm.

*~For example, students will use the traditional multiplication algorithm to determine how much the boxes of tea that were destroyed during the Boston Tea Party would cost in today’s market.*

**5.G.A** Graph points on the coordinate plane to solve real-world and mathematical problems.

*~For example, students will map locations of significant American Revolution battles using Nystrom materials.*

<b>Career Readiness, Life Literacies and Key Skills:</b>	<b>Computer Science and Design Thinking:</b>
<p><b>9.1.5.EG.1:</b> Explain and give examples of what is meant by the term “tax.” <i>~For example, students will define what a tax is and discuss why the different taxes set by the British angered the colonists. Then, have students research the different taxes to explain to their peers what the purpose of the tax was and the outcome of that tax on the colonists.</i></p> <p><b>9.1.8.EG.3:</b> Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. <i>~For example, students will view a video about the French and Indian War in order to make a connection between the need for the new taxes in the colonies. Then, students will write an open response taking a side as to whether they agree if the colonists should or should not pay the new taxes.</i></p> <p><b>9.4.5.DC.3:</b> Distinguish between digital images that can be reused freely and those that have copyright restrictions. <i>~For example, when searching images about the American Revolution students will identify primary and secondary images.</i></p>	<p><b>8.1.5.DA.3:</b> Organize and present collected data visually to communicate insights gained from different views of the data. <i>~For example, students will collect propaganda images during the Revolutionary War and discuss the different views the images present.</i></p> <p><b>8.1.5.DA.5:</b> Propose cause and effect relationships, predict outcomes, or communicate ideas using data. <i>~For example, through read alouds students will identify the effects of the battles during the American Revolution and how they impacted the Native Americans and everyday settlers.</i></p> <p><b>8.2.5.ETW.1:</b> Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. <i>~For example, students will research battles of the American Revolution and identify resources available to the Americans and discuss how the lack of them impacted the morale of the soldiers.</i></p>

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

- How did social, political and economic policies and beliefs of Great Britain and the American colonies lay the foundation for a revolution?
  - There were many policies and beliefs that led to the Revolutionary War.
  - Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- How does a concept of an American spirit develop during the revolutionary period to produce a victory of 13 independent colonies over the most powerful nation of the late 18th century?
  - The Patriots won the Revolutionary War.

### STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will demonstrate an understanding of the following concepts:</b></p> <ul style="list-style-type: none"> <li>● change and enforcement of laws imposed by Parliament, from across the ocean, increased conflict between Great Britain and America.</li> <li>● taxation without representation.</li> <li>● the causes and results of the Seven Years War.</li> <li>● the impact the Seven Years' War had on colonial attitudes and British policies.</li> <li>● the causes and effects of the Boston Massacre.</li> <li>● refusing to accept the government that rules you resulted in a revolution.</li> <li>● key battles: Lexington &amp; Concord, Saratoga, and Yorktown.</li> <li>● the strengths and weaknesses of the British and American armies.</li> <li>● the Patriots become victorious.</li> <li>● the role of the two continental congresses.</li> <li>● the importance of the Declaration of Independence.</li> <li>● what the Patriots and Loyalists each believed.</li> <li>● strategies of each side in the early years of the war.</li> <li>● the hardships that soldiers, women, Loyalists, African Americans, and Native American faced during war and impact that the war had on their lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how the change and enforcement of laws imposed by Parliament, from across the ocean, increased conflict between Great Britain and America.</li> <li>● Analyze the need for a voice in government, as a result of taxation without representation.</li> <li>● Analyze briefly the causes and results of the Seven Years War.</li> <li>● Identify the impact the Seven Years' War had on colonial attitudes and British policies.</li> <li>● Identify the causes and effects of the Boston Massacre.</li> <li>● In refusing to accept the government that rules you, explain the nature of revolution through the eyes of the Patriots and the Loyalists.</li> <li>● Describe the importance of key battles, the beginning -Lexington &amp; Concord, the turning point - Saratoga, and the end - Yorktown.</li> <li>● Evaluate the strengths and weaknesses of the British and American armies.</li> <li>● Explain how the Patriots become victorious.</li> <li>● Explain the role of the two continental congresses.</li> <li>● Review the importance of the Declaration of Independence.</li> <li>● Identify the point of view from the positions of the Loyalists and Patriots.</li> </ul>

<ul style="list-style-type: none"> <li>the organization of the new government that reflects the needs and ideals of the American Revolution.</li> <li>definitions for key terms: congress, ally, proclamation, tax, Parliament, repeal, duty, boycott, massacre, propaganda, Patriot, Loyalist, committee of correspondence, militia, Minutemen, delegate, casualty, fortify, petition, declaration, treason, privateer, mercenary, revolution, strategy, intervention, neutral, surrender, diplomat, negotiate</li> </ul>	<ul style="list-style-type: none"> <li>Explain the strategies of each side in the early years of the war.</li> <li>Examine the hardships that soldiers, women, Loyalists, African Americans, and Native American faced during war and impact that the war had on their lifestyles.</li> <li>Analyze the organization of the new government that reflects the needs and ideals of the American Revolution.</li> </ul>
--	--

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>Develop the front page of a newspaper that would be read during the Revolutionary period.</li> <li>Research significant battles within the American Revolution. (In groups, make a poster and present the following information: map of the battle ground, total number of soldiers on each side, casualties, the winner of the battle, and a brief summary of the battle)</li> <li>Design a Stamp that you think could serve as a creative protest on days when you think you get too much homework. Don't get carried away though. Remember to be respectful toward your teachers.</li> <li>Students write a poem about what liberty means to them on a liberty bell template.</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Discovery Education activities</li> <li>Classroom discussions</li> <li>Quizizz online activities</li> <li>Student notes</li> <li>Student Interactive Notebooks</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>Vocabulary quizzes</li> <li>3, 2, 1s on Discovery Education videos</li> <li>Scholastic News</li> <li>Lesson review worksheets/activities</li> <li>Nystrom activities</li> <li>Written reflections</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and</p>	<p><b>“Proud to be an American!”</b> <b>Fifth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p>

measure progress towards grade level standards; given 2-3 X per year)

- Imagine a family moved into your neighborhood from another country. You will need to teach them all about what it means to be an American - the history of the United States.
- Students will be asked to use everything they know about the history of the United States of America to teach others. This may be accomplished through an essay, children's picture book, or Google Slides.

## RESOURCES

### Core instructional materials:

#### Resources:

- Studies Weekly
- *Build Our Nation* textbook
- Nystrom

### Unit 4 Teaching Points

### Supplemental materials:

- Discovery Education
- Newsela
- Scholastic News
- Read Alouds
- District purchased texts
- Brain Pop
- Scholastic Go!
- Ebsco Host
- Britannica School
- The World Almanac for Kids Elementary
- New Jersey's Role in the Revolution
  - [Crossroads of the American Revolution](#)
    - Students will explore this website about New Jersey to determine why New Jersey had a crucial role in the American Revolution.

### Online Resources:

- [SchoolHouse Rock](#)
- [BrainPop Video](#)
- [American Revolution Worksheets](#) (Downloaded into Staff Share)



- [Biographies of the American Revolution](#)
- [American Revolution for Kids](#)

**Read Alouds:**

- Cobblestone Magazines: *Thomas Jefferson The Many Faces of George Washington George Washington*
- Appleseeds Magazines: *Thomas Jefferson Young George Washington*
- *Can't You Make Them Behave, King George?* By Jean Fritz
- *Declaration of Independence* by R. Conrad Stein *We the Kids* by David Catrow
- *My Brother Sam is Dead* by J.L. And C. Collier
- *Paul Revere's Ride* by Henry W. Longfellow
- *Paul Revere* by George Sullivan
- *Why don't you get a horse, Sam Adams?* By Jean Fritz
- *Where was Patrick Henry on the 29th of May?* by Jean Fritz
- *Fight for Freedom* by Benson Bobrick
- *Victory or Death* by Doreen Rappaport and Joan Verniero
- *Give Me Liberty!* by Russell Freedman
- *George Washington's Socks* by Elvira Woodruff
- *Liberty or Death* by Betsy & Giulio Maestro
- *Struggle for a Continent* by Betsy & Giulio Maestro
- *Dear America Series:*
  - *The Winter of Red Snow*
  - *The Journal of William Thomas Emerson*
- *Will You Sign Here, John Hancock?* Jean Fritz

**Books:**

- *A Visual Dictionary Of A Colonial Community* (Series: Crabtree Visual Dictionaries)
- *You Wouldn't Want To Be An American Colonist!* by Jacqueline Morley
- *Racing To Colonize The New World* (Series: Primary Source Readers)
- *The British Colonies* (Series: The Story Of America)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 5 Title	Unit 5: United States Constitution & Government	Approximate Pacing	6-8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Civics, Government, and Human Rights: Civics and Political Institutions</b></p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><b>Civics, Government, and Human Rights: Participation and Deliberation</b></p>			

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

**Civics, Government, and Human Rights: Human and Civil Rights**

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

**Civics, Government, and Human Rights: Civic Mindedness**

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

**History, Culture, and Perspectives: Continuity and Change**

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

**History, Culture and Perspectives: Historical Sourcing and Evidence**

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**Interdisciplinary Connections:**

**HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education**

*~For example, students will be introduced to the concepts of respect and citizenship. Take the time to teach self respect, how to respect others, and how to be a responsible citizen. See [NJ DOE Holocaust Curriculum Guide](#) to learn more.*

**RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

*~For example, students will be able to read the Constitution and infer what each portion means in order to rewrite a portion in student-friendly language and explain it to their peers.*

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*~For example, students will use the “chunk it” reading strategy to read small chunks, ask, “What’s it all about?” to identify its main idea, and then use multiple main ideas to infer what the overall main idea is.*

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

*~For example, students research one branch of government (executive, legislative, and judicial branches) and positions in that branch, including how positions are acquired, terms, and job descriptions and design a brochure explaining that branch of government.*

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.

*~For example, students will form book clubs in reading and develop their own constitutions with guidelines and expectations for each member.*

**SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

*~For example, students will generalize the branches of the government when researching them.*

**E.SS3. C** Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)

*~For example, students will view drawings and illustrations of the land and its systems after the battles of the American Revolution to identify how the battles impacted the system(s) and the living organisms there.*

<b>Career Readiness, Life Literacies and Key Skills:</b>	<b>Computer Science and Design Thinking:</b>
<p><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity <i>~For example, students will generate a list of things they believe the constitution should cover and then present these in small groups. Allow students to debate the items that they present to their groups.</i></p> <p><b>9.4.5.DC.3:</b> Distinguish between digital images that can be reused freely and those that have copyright restrictions. <i>~For example, when searching images about the Constitution students will identify primary and secondary images.</i></p> <p><b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view.</p>	<p><b>8.1.8.DA.1:</b> Organize and transform data collected using computational tools to make it usable for a specific purpose. <i>~For example, students will choose a research strategy taught during language arts to conduct research of the delegates of the Constitutional Convention.</i></p> <p><b>8.2.5.ED.1:</b> Explain the functions of a system and its subsystems. <i>~For example, students will compose a claim explaining what the Constitution is and the subcategories that make it up.</i></p> <p><b>8.2.5.ITH.1:</b> Explain how societal needs and wants influence the development and function of a product and a system. <i>~For example, students will identify what the colonists wanted as a result of the American Revolution and explain how their wants were drafted into the Constitution.</i></p>

~For example, through classroom discussions students will identify how the points of view of the founders of the Constitution were implemented into the document.

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

- How did the early administrations of the United States (Washington, Adams, and Jefferson) establish precedents that have become the backbone of the American political system?
  - Early administration established precedents to the American political system.
- How did the fundamental principles of the United States Constitution serve as the foundation of the United States government today?
  - The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

**STUDENT LEARNING OBJECTIVES**

**Key Knowledge**

**Students will demonstrate an understanding of the following concepts:**

- life after the Revolutionary War
- causes of effects of Shays' Rebellion.
- the new Constitution.
- the structure of the federal government.
- how the Constitution can be changed.
- the precedents set by Washington and Congress during his first term.
- differences between Hamilton, Jefferson, and Madison.
- the 3 Branches of Government.
- the Bill of Rights.
- how to become a member of each branch of government.
- define the key terms: constitution, territory, convention, democracy, republic, compromise, ratify, federal system, legislative branch, executive branch, judicial branch, checks and balances, amendment, inauguration, precedent, cabinet, political party

**Process/Skills/Procedures/Application of Key Knowledge**

**Students will be able to:**

- Describe what happened after the Revolutionary War.
- Identify the cause of Shays' Rebellion and its effects.
- Summarize the writing of an entirely new Constitution.
- Describe how the states ratified the Constitution.
- Explain the structure of the federal government.
- Describe how the Constitution can be changed.
- Identify the precedents set by Washington and Congress during his first term.
- Compare and contrast Hamilton, Jefferson, and Madison.
- Identify the 3 Branches of Government
- Describe the Bill of Rights
- List the qualifications needed to become a member of the branch (Executive, Legislative, and Judicial)

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>● Use PowerPoint/Google Presentation to illustrate the United States government and its duties.</li> <li>● In small cooperative learning groups, students research one branch of government (executive, legislative, and judicial branches) and positions in that branch, including how positions are acquired, terms, and job descriptions.</li> <li>● Based on common interests (ex. sports, hobbies, music), group students to form a club. In their small groups, students will work together to make a “constitution” that explains the purpose and rules of their club.</li> <li>● Instructional Activities and Simulated Congressional Hearing from We the People: The Citizen &amp; The Constitution</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Discovery Education activities</li> <li>● Classroom discussions</li> <li>● Quizizz online activities</li> <li>● Student notes</li> <li>● Student Interactive Notebooks</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will/can demonstrate their knowledge/skill by:</p> <ul style="list-style-type: none"> <li>● Vocabulary quizzes</li> <li>● 3, 2, 1s on Discovery Education videos</li> <li>● Scholastic News</li> <li>● Lesson review worksheets/activities</li> <li>● written reflection.</li> </ul> <p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body.</p> <p>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Proud to be an American!”</b> <b>Fifth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>● Imagine a family moved into your neighborhood from another country. You will need to teach them all about what it means to be an American - the history of the United States.</li> </ul>

- Students will be asked to use everything they know about the history of the United States of America to teach others. This may be accomplished through an essay, children's picture book, or Google Slides.

## RESOURCES

### Core instructional materials:

- Studies Weekly
- *Building Our Nation* textbook
- Nystrom

### Learning Path:

- **Studies Weekly:**
  - Week 16: Growing Pains
  - Week 17: The Constitution
  - Week 18: Plans for the New Government
  - Week 19: Government of the People

### In *Building Our Nation* textbook:

~ The Nation's Early Years

- Chapter 12 - The Constitution
  - Lesson 1 – The Government in Trouble
    - Students will describe what happened to the 13 states and the Northwest Territories after the Revolutionary War.
    - Students will identify the cause of Shay's Rebellion and its effects.
  - Lesson 2 – Something New Under the Sun
    - Students will summarize the process by which the delegates who met in Philadelphia came to write an entirely new Constitution.
    - Students will describe how the Constitution was ratified by the states.
  - Lesson 3 – Our Federal Government
    - Students will explain and summarize the structure of federal government.
  - Lesson 4 – A New Beginning
    - Students will identify the precedents that were set by President Washington and the Congress during his first term in office.
    - Students will compare and contrast the political views of Alexander Hamilton, Thomas Jefferson, and James Madison.
  - The Bill of Rights (Citizenship) (pgs. 330-333)

- Students will synthesize the Amendments in order to reword them into student friendly language.
- Students will evaluate how the Bill of Rights plays an important role in our current society.
- Articles of Confederation and U.S. Constitution Venn Diagram
  - <http://annmariehayeswebsite.weebly.com/articles-of-confederation-vs-us-constitution-comparison.html>
  - Students will compare and contrast the Articles of Confederation and the Constitution in terms of decision making powers.
- We the People-The Citizen & The Constitution (2003). Center for Civic Education—Student Book, Teacher’s Edition

**Supplemental materials:**

- Discovery Education
- Newsela
- Scholastic News
- Read Alouds
- District purchased texts
- Brain Pop
- Scholastic Go!
- Ebsco Host
- Britannica School
- The World Almanac for Kids Elementary

**Online Resources:**

- [Congress for Kids](#)
- [Biographies of the Founding Fathers](#)
- [Constitution WebQuest](#)
- [Branches of Government for Kids](#)
- [Bill of Rights Scenarios](#)
- <https://www.brainpop.com/socialstudies/usgovernment/citizenship/>
- [Interactive Social Studies Websites](#)
- [NJ DOE Teaching about the Holocaust](#)
- [NJ DOE Holocaust Curriculum](#)
- [NJ DOE TO HONOR ALL CHILDREN FROM PREJUDICE, TO DISCRIMINATION, TO HATRED... TO HOLOCAUST](#)

**Read Alouds:**

- *A More Perfect Union: The Story of Our Constitution* by Betsy & Giulio Maestro



- *Shh...We're Writing the Constitution* by Jean Fritz
- Cobblestone Magazines
  - ~ Congress~ Government of the People
- Our First Amendment: Freedom of Religion
- Our First Amendment: Free Speech
- Our First Amendment: Freedom of Speech Our Bill of Rights
- Kid Power – Changing Public Policy Voting Rights
- The Constitution of the United States
- The Branches of Government – Balancing the Power
- We the People: Our Constitution-The Road to a More Perfect Union
- We the Kids: The Preamble to the Constitution of the United States

**Modifications for Learners**

See [appendix](#)