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Created by:	E. McKnight, Ocean Twp; N. Buress, Stafford; C. Kessler, Barnegat
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<b>LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: US History</b>	<b>Grade Level: 5th</b>
<b>3 Worlds Meet</b>	<b>September October</b>
<b>Colonization and Settlement</b>	<b>November December January February</b>
<b>Revolution and New Nation</b>	<b>March April May- June</b>

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area: Social Studies**

**Unit Title: Three Worlds Meet**

**Target Course/Grade Level: 5<sup>th</sup>**

**Unit Summary**

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Active citizens in the 21st century:

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Listens open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

**Primary interdisciplinary connections:**

English Language Arts, Science, Math and 21st Century Life and Careers. For further clarifications see NJ Core Content Standards at [www.njcccs.com](http://www.njcccs.com)

**21st Century Skills:**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century.

9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.3 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For examples of 21st Century Skills in Social Studies visit  
[http://www.p21.org/storage/documents/ss\\_map\\_11\\_12\\_08.pdf](http://www.p21.org/storage/documents/ss_map_11_12_08.pdf)

For further clarifications see NJ Core Curriculum Content Standards at [www.NJgov/education/aps/cccs/careers](http://www.NJgov/education/aps/cccs/careers)

### Learning Targets

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	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 (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
8.1.2.A.4	Create a document with text using a word processing program.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
<b>Unit Enduring Questions</b> <ul style="list-style-type: none"> <li>● How did past interactions of peoples and cultures shape the American heritage?</li> <li>● How do present interactions of peoples and cultures shape the American heritage?</li> <li>● How did/do interactions with the environment shape the American heritage?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The cultures of African, European and Native American groups coalesced to form the America we know today.</li> <li>● The cultures of a myriad of peoples continue to shape the America we live in today.</li> <li>● The environment influences settlement and trade patterns.</li> </ul>

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The governments, belief systems, and family structures of African, European and Native American groups</li> <li>● The settlement pattern of Native Americans</li> <li>● Understand the exploration patterns of new waterways and land groups</li> <li>● Understand the impact of science, religion, and technology innovations on European exploration</li> <li>● Understand why societies trade, how trade functions and the role of trade during this time period</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast the governments, belief systems, and family structures of African, European and Native American groups</li> <li>● Explain how the settlement patterns of Native Americans affected interactions in different regions of the Western Hemisphere</li> <li>● Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups</li> <li>● Evaluate the impact of science, religion, and technology innovations on European exploration</li> <li>● Chart the exploration patterns of new waterways and land groups</li> <li>● Analyze the exploration patterns of new waterways and land groups</li> <li>● Explain why societies trade, how trade functions and the role of trade during this time period</li> </ul>
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<p><b>LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM</b></p> <p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Debate</li> <li>● Team Learning</li> <li>● Notes/Outlines</li> <li>● Discussions</li> <li>● Writing/quizzes/tests (emphasizing written communication skills)</li> <li>● Time-Lines</li> <li>● Journal Entries/Class Newspapers</li> </ul>	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Content Tests</li> <li>● Class Projects</li> <li>● Oral Writing</li> </ul>	

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Teacher Tutoring
  - Peer Tutoring
  - Cooperative Learning Groups
  - Modified Assignments
  - Differentiated Instruction
  - Response to Intervention (RTI)
- www.help4teachers.com and www.docstoc.com

- Follow all IEP modifications/504 plan
- Pre-printed notes
- Preferential seating
- Study guides
- Partner Sharing

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st-Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

### Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies	
<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on

	assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

	<p><b>Multiple levels of questions</b></p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)</p>	
<p><b>High Prep. Strategies</b></p>			
	<p><b>Cubing</b></p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>	
	<p><b>Tiered assignment/product</b></p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>	
	<p><b>Independent studies</b></p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>	
	<p><b>4MAT</b></p>	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.</p>	

	<p><b>Jigsaw</b></p>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>	
	<p><b>Multiple texts</b></p>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>	
	<p><b>Alternative assessments</b></p>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>	
	<p><b>Modified Assessments</b></p>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>	
	<p><b>Learning contracts or Personal Agendas</b></p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>	
	<p><b>Compacting</b></p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>	
	<p><b>Literature circles</b></p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>	

<p><b>Readers’ Workshop</b>  <b>(Writers’ Workshop is a parallel strategy)</b></p>	<p>The Readers’ Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> <li>● Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy.</li> <li>● Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading.</li> <li>● Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.</li> </ul>
<p><b>Stations/ Learning Centers</b></p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p><b>Tape recorded materials at different levels</b></p>	<p>Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.</p>
<p><b>Tic-Tac-Toe Choice Board</b>  (sometimes called “Think-Tac-Toe”)</p>	<p><b>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</b></p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> <li>- Identify the outcomes and instructional focus</li> <li>- Design 9 different tasks</li> <li>- Use assessment data to determine student levels</li> <li>- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</li> </ul>

## Choice Boards

Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

### 1. Low-prep Differentiation

Choices of books  
Homework options  
Use of reading buddies  
Varied journal Prompts  
Orbitals  
Varied pacing with anchor options Student-teaching goal setting  
Work alone / together  
Whole-to-part and part-to-whole explorations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied Supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini-workshops to reteach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interests  
Games to practice mastery of information  
Multiple levels of questions

### To Differentiate Content

- \_ Reading partners/ Reading Buddies
- \_ Read/Summarize
- \_ Read/Question/Answer
- \_ Visual Organizer/Summarizer
- \_ Parallel Reading with Teacher Prompt
- \_ Choral Reading/Antiphonal Reading
- \_ Flip books
- \_ Split Journals (Double Entry - Triple Entry)
- \_ Books on Tape
- \_ Highlights on Tape
- \_ Digests/"Cliff Notes"
- \_ Notetaking Organizers
- \_ Varied Texts
- \_ Varied Supplementary Materials
- \_ Highlighted Texts
- \_ Think-Pair-Share/Preview-Midview-Postview

## 2. High-Prep Differentiation

Tiered activities and labs  
Tiered products Independent studies Multiple texts  
Alternative assessments  
Learning contracts  
4-MAT  
Multiple-intelligence options  
Compacting  
Spelling by readiness  
Entry Points Varying organizers  
Lectures coupled with graphic organizers  
Community mentorships  
Interest groups  
Tiered centers  
Interest centers  
Personal agendas  
Literature Circles  
Stations  
Complex Instruction  
Group Investigation  
Tape-recorded materials  
Teams, Games, and Tournaments  
Choice Boards  
Think-Tac-Toe  
Simulations  
Problem-Based Learning  
Graduated Rubrics

Sample lessons:

- Fakebook assignment- Download Fakebook template. Students choose/are assigned an explorer. Research person of interest and create a Fakebook page on their background, interests, etc. Students create posts for the explorer acting as if they were posting from that moment in time during the explorer's expeditions. Templates and rubrics can be found online.

### Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

*Kids Discover:* [Native Americans](#)  
[Explorers](#)  
[America 1492](#)

Discovery Education Media <http://www.discoveryeducation.com/>

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Brain Pop <http://www.brainpop.com/>

Thinkfinity: [www.thinkfinity.com](http://www.thinkfinity.com)

Pedros Journal (historical fiction) Pam Conrad

### **Suggested Activities:**

Research an explorer giving details about the person's explorations and discoveries.

Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.

Create and label a diagram of a Renaissance invention.

Create Explorer wheels.

Utilize technology presentation programs to create a slide show of a major explorer.

### **Teacher Notes:**

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**LONG BEACH ISLAND CONSOLIDATED SCHOOL  
DISTRICT SOCIAL STUDIES CURRICULUM**

**Unit Overview**

**Content Area: Social Studies**

**Unit Title: Colonization and Settlement**

**Target Course/Grade Level: 5**

**Unit Summary**

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- 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.

Active citizens in the 21st century:

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listens open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
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- Challenge unfair viewpoints and behavior by taking action.
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**Primary Interdisciplinary Connections:**

English Language Arts, Science, Math, and the 21<sup>st</sup> Century Life and Careers. For further clarifications see NJ Core Content Standards at [www.njcccs.org](http://www.njcccs.org)

**21<sup>st</sup> Century Themes:**

Through instruction and life career skills all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21<sup>st</sup> century.

9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.3 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions

that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	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 (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.

SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

8.1.2.A.4	Create a document with text using a word processing program.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do economic, political and religious forces interact to cause cultures to form new systems?</li> <li>● How did geography play a role in the settlement of the colonies?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● economic, political and religious forces combine to form a culture</li> <li>● location is destiny</li> </ul>
<b>Unit Objectives</b> <i>Students will know how...</i> <ul style="list-style-type: none"> <li>● to identify the early stages of the establishment of the American government</li> <li>● to interpret the importance of religious freedom to the development of the colonies</li> <li>● to recognize the power struggle among European countries and its contribution to the development of our new nation</li> <li>● the French and Indian War contributed to the American Revolution</li> <li>● to determine the factors that impacted the regional identities of the colonies</li> <li>● the roles of religious freedom and participatory government in various North American colonies affected colonization</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> <li>● compare and contrast the religion and government in various North American colonies.</li> <li>● explain the factors that impacted regional identity.</li> <li>● delineate the factors that impacted the regional identities of the colonies.</li> <li>● explain how race, gender, and status affected social economic and political opportunities during Colonial times.</li> <li>● relate slavery/indentured servitude to Colonial labor systems.</li> <li>● analyze the power struggle among European countries and determine its impact on the economies of the colonies and European countries.</li> <li>● determine the impact on people living in Europe and the Americas.</li> <li>● explain the factors that influenced the French and Indian War</li> </ul>

- how race, gender, and status affected social economic and political opportunities during Colonial times.
- slavery/indentured servitude in the Colonial labor system developed over time

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Debate</li> <li>● Team Learning</li> </ul> | <ul style="list-style-type: none"> <li>● Notes/Outlines</li> <li>● Discussions</li> <li>● Open Ended Questions/quizzes/tests (emphasizing written communication skills)</li> <li>● Time-Lines</li> <li>● Journal Entries</li> </ul> |
|---|---|

**Summative Assessment**

- Project-based assessments (using rubrics)
- Unit Content Tests
- Class Projects
- Constructed Response to Open-ended Questions
- Expository/Persuasive writing
- Project Based Learning – Performance Assessments

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Teacher-Student Conferencing
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) [www.help4teachers.com](http://www.help4teachers.com) and [www.docstoc.com](http://www.docstoc.com)
- Follow all IEP modifications/504 plan
- Pre-printed notes
- Preferential seating
- Study guides
- Partner Sharing

**Teacher Notes:**

Europeans seeking religious freedoms established colonies in America. Jamestown and Plymouth colonies are established by the English settlers. Colonists and Native Americans begin to interact in positive and negative ways. The economics of the newly established regions are influenced by geographical location; summarize how slavery developed in America. England and France's power struggles affected the colonists and Native Americans which led to the French and Indian War.

**Suggested Learning Activities/Topics**

Simulate the conflict in Jamestown.

Create a multimedia presentation.

Virtual field trip to Jamestown.

Conduct an interview of a famous colonist.

Recognize the Puritan belief system.

Write a journal account of life in Plymouth.

Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.

Create maps to identify location of European settlements.

Create a model of a typical colony town that shows how land was used to support its inhabitants.

Create a labeled map of the colonies.

Listen to songs sung by enslaved workers.

Discover how enslaved

Africans were able to keep their culture alive under difficult conditions.

Virtual field trip of Colonial Williamsburg.

Create a model of a Southern plantation.

Problem Based Learning Activities [www.IDEPortal](http://www.IDEPortal)

Colonial coins - Students use their knowledge of the American colonies to evaluate how well the United States treasury represented U.S. colonial history on the redesigned quarter. They create new state designs for a future collectible coin, based on the cultural heritage and political history of a region.

Slavery – A Thing of the Past - Did you know that slavery still exists in our modern world? Students research the history of slavery in the U.S. They utilize research, note-taking, and organizational skills to create a detailed petition to fight slavery in other countries today.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL  
DISTRICT SOCIAL STUDIES CURRICULUM**

**Unit Overview**

**Content Area: Social Studies**

**Unit Title: Revolution and the New Nation**

**Target Course/Grade Level: 5<sup>th</sup>**

**Unit Summary**

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Active citizens in the 21st century:

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listens open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

**Primary interdisciplinary connections:**

English Language Arts, Science, Math and 21<sup>st</sup> Century Life and Careers. For further clarifications see NJ Core Content Standards at [www.njcccs.com](http://www.njcccs.com)

**21st Century Skills:**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century.

9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.3 Career and Technical Education: All students who complete a career and technical education program

will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For examples of 21st Century Skills in Social Studies visit:  
[http://www.p21.org/storage/documents/ss\\_map\\_11\\_12\\_08.pdf](http://www.p21.org/storage/documents/ss_map_11_12_08.pdf)

For further clarifications see NJ Core Curriculum Content Standards at  
[www.NJgov/education/aps/cccs/careers](http://www.NJgov/education/aps/cccs/careers)

### Learning Targets

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	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 (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
6.3.8.C.1	Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
6.3.8.D.1	Engage in democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
8.1.2.A.4	Create a document with text using a word processing program.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How words move people to take action?</li> <li>● Why the American Revolution occurred?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● the written and spoken word can be powerful motivators.</li> <li>● various economic, cultural, political and religious factors influenced the American Revolution.</li> </ul>

**Unit Objectives**

*Students will know how...*

- early government created The Articles of Confederation
- to describe the geography of the colonies
- to identify the cause and effect of the American Revolution
- perspectives of Loyalists and Patriots differed
- the Founding Fathers contributed to the establishment of our nation’s government
- the creation of the Declaration of Independence shaped the new nation
- the Bill of Rights became the structure for the Constitution

**Unit Objectives**

*Students will be able to...*

- assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
- explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American

Revolution.

- determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- explain why New Jersey’s location played an integral role in the American Revolution.
- determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

- examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- evaluate the impact of the Constitution and Bill of Rights on current day issues.
- analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL  
DISTRICT SOCIAL STUDIES CURRICULUM  
Evidence of Learning**

**Formative Assessments**

- |                       |                 |
|-----------------------|-----------------|
| ● Observation         | ● Notebook      |
| ● Homework            | ● Discussions   |
| ● Class Participation | ● Writing Tasks |

**Summative Assessments**

- |                      |   |
|----------------------|---|
| ● Class Projects     | ● Project Based Learning- Performance assessments |
| ● Unit Content Tests | ● Constructed Response to Open-ended Prompts      |
|                      | ● Expository/Persuasive writings                  |

**Modifications (ELLs, Special Education, Gifted and Talented)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Teacher-Student Conferencing</li> <li>● Peer Tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (RTI)<br/>www.help4teachers.com and<br/>www.docstoc.com</li> </ul> | <ul style="list-style-type: none"> <li>● Follow all IEP modifications/504 plan</li> <li>● See tiered modifications above</li> <li>● Pre-printed notes</li> <li>● Preferential seating</li> <li>● Study guides</li> <li>● Partner Sharing</li> </ul> |
|--|---|

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

*Kids Discover:* [American Revolution](#)  
Discovery Education Media: <http://www.discoveryeducation.com/>  
Promethean Planet: <http://www.prometheanplanet.com/en-us/>  
Brain Pop: <http://www.brainpop.com/>  
The American Revolution: [http://www.mce.k12tn.net/revolutionary\\_war/american\\_revolution.htm](http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm)  
George Washington's Socks (historical fiction)  
Tolerance/Holocaust Lessons: [www.scholastic.com](http://www.scholastic.com)  
Project Based Learning: [www.ideportal.com](http://www.ideportal.com)

Thinkfinity: [www.thinkfinity.com](http://www.thinkfinity.com)  
[www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)  
[www.internet4classrooms.com](http://www.internet4classrooms.com)

**Teacher Notes:**

Effects of the French and Indian War led the English Settlers to yearn for a sense of unity. England's taxing of the Colonists had a negative effect on the colonists resulting in the need for more freedoms in the colonies. These events led to the Colonists desire to be independent of England's rule; the American Revolution began.

Following the war, the American's struggled to create a functional government that was fair and democratic. Through compromise between representatives of each Colony, the Constitution was created.

**Suggested Learning Activities/Topics:**

Create a multimedia presentation related to the revolution.

Create a portrait of a Revolutionary Hero.

Compare/Contrast loyalists and patriots.

Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government

Tolerance

Problem Based Learning Activities- [www.ideportal.com](http://www.ideportal.com)-

The Dream Lives On

In this unit, students will create a multimedia presentation about equality in America, incorporating history, current events, technology, interviewing, and writing skills into a comprehensive study of civil rights in America.

Kids' Hyper-Constitution

Understanding the language of the U.S. Constitution can be difficult. Students examine parts of the Constitution and rewrite one section using language that elementary school students can understand. Then, hyperlinks are added to the document to explain the various rights, what they mean to elementary school students, and what might happen if they didn't exist.