

Grade 5 Instructional Task: Interdependence

Description: Students understand the concept of *interdependence* and then apply their understanding to examine how interdependence resulted in growing transatlantic trade among the colonies, Europe, and West Africa. They also analyze British motivations to control trade and the colonists' resistance to that control.

Suggested Timeline: 5 class periods

Materials: [vocabulary.com's definition of interdependence](#), "[How are These Things Related](#)," [Estimated Population of the British North American Colonies from 1620 to 1760](#), [conversation stems](#), [discussion tracker](#), "[The Triangular Trade](#)" from Maps in Minutes, triangular trade route commodities handout ([blank](#) and [completed](#)), [excerpts from "Smuggling" and the Navigation Act of 1660](#)

Instructional Process:

1. Write the word *interdependence* on the board and read or project the following definition:¹
 - a. When two or more people or things depend on each other.
 2. Read aloud the [first two paragraphs](#) of the meaning of *interdependence*.
 3. Say: "'To depend' means to rely on someone or something."
 4. Watch "[How are These Things Related](#)" (or similar) for students to consider the concept of *interdependence*.
 5. Direct students to explain the meaning of *interdependence* in their own words orally or in writing and provide a visual.
 6. Divide the class into pairs and ask pairs to identify words and phrases related to *interdependence* (i.e., synonyms (e.g., to rely on each other) and words from the same family (e.g., *depend*, *depends*, *dependence*, *dependent*, *independent*, *depending*)).
 7. Explain to students that they will be analyzing interdependence during the colonial period.
 8. Review the information gathered during the British colonial regionalism research in the first task of this unit.
 9. Ask: "What contributed to the regionalism of the colonies?"
 10. Project and provide students with a copy of the [Estimated Population of the British North American Colonies from 1620 to 1760](#).
 11. Conduct a discussion about the British North American colonies. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
 - a. What do you notice about the population of the British North American colonies over time?
 - b. How do the population statistics reflect what you know about the colonies (e.g., their economy, geography, etc.)?
 - c. What do growing populations need?
 - d. Given the differences in the colonies, in what ways might the colonies depend on each other for their success? How did the colonies depend on other civilizations for their success?
 - e. How did regionalism allow the colonies to become less dependent on Great Britain?
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- Setting the Context**
- Exploring Sources**
- Developing a Claim**

¹ From <https://www.google.com/#q=interdependence>

12. Project "[The Triangular Trade](#)" from Maps in Minutes and ask students to locate where the British North American colonies are on the map.
13. Explain that trade across the Atlantic Ocean or "transatlantic trade" began in 1492 with Columbus' journey to the New World. At that point, it was known as the Columbian Exchange. As exploration continued and colonies were established and developed, the trade routes and commodities traded grew and changed. Over time, trade expanded across the Atlantic Ocean to include trade among the West Indies, North America, Europe, and West Africa.
14. Say: "The purpose of this task is to understand why trade expanded as the colonies advanced in North America."
15. Direct students' attention to the projected map.
16. Ask: "Why might transatlantic trade often be referred to as 'triangular trade'?"
17. Define *commodity* for students as useful or valuable things.
18. Ask: "Why would commodities need to be traded among civilizations across the Atlantic Ocean?"

Setting the Context

19. Provide students with a copy of the [triangular trade route commodities handout](#).
20. Divide the class into pairs according to an established classroom routine.
21. Direct each pair to refer to the population estimates and the map, record traded items on their handout, and explain why each commodity would be useful to the receiving continent. As needed, review the economic concepts of *scarcity*, *supply*, and *demand* and ensure students use these ideas as part of their explanations.
22. Provide each pair with a copy of the [excerpts from "Smuggling" and the Navigation Act of 1660](#).
23. Direct the pairs to read the excerpts and add information to their timelines begun in unit one.
24. Then conduct a discussion about transatlantic trade. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:

Exploring Sources

- a. Why did transatlantic trade expand as the British colonies advanced?
- b. How did the British colonies depend on Britain? How did Britain depend on their colonies?
- c. Remember that there are other colonies in North America controlled by other European countries, such as Spain and France. Why might Britain be interested in controlling what and with whom their colonies trade?

Developing a Claim

25. Direct students to write a response to the following question: "How did transatlantic trade affect North America, Europe, and West Africa? Consider their economies, politics, and cultures."

Expressing a Claim