

Grade 5 Social Studies: Year-Long Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

In grade 5, students explore what it means to be civilized as they learn about the indigenous peoples of the Americas, European exploration, settlement of the present-day United States, colonial advancements, and the French and Indian War (aligned to grade 5 [GLEs](#)).

Grade 5 Content		A u g	S e p t	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Indigenous Cultures of the Americas	What is a civilization?	X	X								
European Exploration	What happens when cultures collide?			X	X						
Settlement of the Present-Day United States	How are civilizations established?				X	X					
Colonial Advancements	How do civilizations advance?						X	X	X		
The French and Indian War	How does war shape the development of civilizations?								X	X	X

Grade 5 Social Studies: How to Navigate This Document

The grade 5 scope and sequence document is divided into five units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Indigenous Cultures of the Americas

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 - [Topic One: Characteristics of Civilization](#)
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 - [Topic Three: Indigenous Cultures of the Americas](#)
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Revised Fall 2019

Grade 5 Social Studies: Pacing Guidance (REV Fall 2019)

The grade 5 scope and sequence document has been updated to better support pacing of unit content. While some tasks may have been reduced or removed to allow more time for prioritized content, no updates have been made to the instructional approach of this scope and sequence and no new tasks have been added. The revised scope and sequence assumes one period of social studies instruction daily with 33 weeks of instruction in the school year. If your school or district follows different parameters, please use the high-level guidance below to inform your pacing:

Semester 1 Pre-Colonial Indigenous Cultures through Settlement of the Present-Day United States		Semester 2 The Colonial Era through the French and Indian War	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Characteristics of Civilizations • Indigenous Cultures of the Americas (Aztec, Inca, Maya, North American indigenous cultures) • European Exploration 	<ul style="list-style-type: none"> • Interactions between the Indigenous and Explorers • Columbian Exchange • Settlement and Colonization of North America 	<ul style="list-style-type: none"> • The Thirteen Colonies • Colonial Interdependence • Slavery in the Colonial Era 	<ul style="list-style-type: none"> • Power Struggles in the Colonies • Events and Impacts of the French and Indian War

Unit One Overview

Description: Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.

Suggested Timeline: 7 weeks

Grade 5 Content	
Indigenous Cultures of the Americas	What is a civilization?

Topics (GLEs):

1. [Characteristics of Civilization](#) (5.1.4, 5.7.1)
2. [The Aztec Empire](#) (5.1.1-2, 5.1.4, 5.2.1, 5.4.1-3)
3. [Indigenous Cultures of the Americas](#) (5.1.1-2, 5.1.4, 5.2.1, 5.4.2-3)

Unit Assessment: Students participate in a Socratic seminar in response to the question: What does it mean to be civilized?

Unit One: Indigenous Cultures of the Americas	Topic One: Characteristics of Civilizations Topic Two: The Aztec Empire Topic Three: Indigenous Cultures of the Americas
Key Connections: <ul style="list-style-type: none"> • The Maya, Aztec, and Inca developed large and complex civilizations that flourished economically, socially, and politically • Surplus food in the Maya, Aztec, and Inca empires allowed trade to develop, and brought in goods that city-states did not have. • Development of civilizations across the Americas depended on geographic resources, and shared common characteristics. 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration	<ul style="list-style-type: none"> • Evaluate the Aztec, Maya, and Inca Empires, and Native American (Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, Northwest Coast) civilizations to determine how the empires exemplify the characteristics of civilization (large population centers, monumental architecture and art, written language, organized central government, specialization and division of labor, social classes/structures) • Describe the social, cultural, religious, and economic characteristics of the Mayan civilization (writing system, human sacrifice, stepped pyramids, terrace farming, plazas, clay works) • Describe major accomplishments of the Inca empire (roads and bridges, architecture, centralized economy, terrace farming, aqueducts) • Explain why roads were so important to the Inca Empire (impact on expansion of empire) • Describe the innovations and products of the Aztec Empire (food, jewels, metals, stones, bones, feathers, medicine, salons, restaurants, drinking water, pipes, roads) • Describe the importance of Tenochtitlan’s geographic location, and explain its economic innovations (the market, tribute system, and chinampas - floating islands for crops) • Explain how agricultural innovations contributed to the Aztec economic system • Describe characteristics of Native American tribes (tribes from the Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, and Northwest Coast) before Europeans came to the Americas.

	<ul style="list-style-type: none"> Compare and contrast how indigenous cultures developed in North and South America, and what likely contributed to the similarities and differences
5.4.3 Analyze maps from the Age of Exploration to 1763	<ul style="list-style-type: none"> Analyze maps of the Maya and Inca empires, and explain the significance of the spread and growth of the empires. Use maps of the Aztec empire to analyze its spread and growth. Analyze maps of Tenochtitlan to explain the importance of the causeways and roads in the city. Use maps of pre-Columbian North America to analyze the spread and growth of Native American cultures.
5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763	<ul style="list-style-type: none"> Create a timeline of indigenous civilizations including the the estimated beginning and end of the Maya and Inca Empires, founding of Tenochtitlan, beginning and end of the Aztec Empire, and Native North American civilizations
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> Analyze artifacts to determine religious, social, cultural, and political characteristics of the Aztec, Maya, Inca, and Native North American civilizations
5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<i>Options for covering 5.1.4 in unit 1:</i> <ul style="list-style-type: none"> Produce writing explaining why the Maya, Inca, and Aztec are civilizations Conduct historical research on the characteristics of Native American civilizations
5.4.1 Differentiate between various types of maps using characteristics, functions, and applications	<ul style="list-style-type: none"> Differentiate between physical, political, historical, climate, and resource maps, and describe common uses for each

5.4.2 Analyze a map using a variety of tools

- Describe the locations of the Aztec, Maya, and Inca empires on a map.
- Use the title, scale, legend, and grid to describe maps from the Aztec, Maya and Inca Empires
- Locate on a map where North American indigenous tribes are located (Northeast, Southeast, Plains, Southwest, Great Basin, Plateau, Northwest Coast)

Unit One Instruction

Topic One: Characteristics of Civilizations (5.1.4, 5.7.1)

Connections to the unit content: Students develop a “value-free” definition of *civilization* by identifying the common [characteristics of civilizations](#). Throughout grade 5 students explore the question “What does it mean to be civilized?” For this topic, students understand the meaning of *civilization* as it relates to their society. They identify and define the many [characteristics of civilizations](#), each of which contributes to the development of a civilization. They also provide examples from their society. Students are also encouraged to understand their bias and assumptions when defining *civilization*. Civilizations are often viewed as “advanced societies.” The problem with this definition is that it assumes early societies are less civilized than modern-day society because we’ve advanced since that time. Thus, it is important as students progress through this unit that they begin to understand that civilizations are defined as a type of human community with common characteristics and avoid assuming an early society is less civilized because, for example, they used farming to grow food locally rather than mass producing food in factories.

Suggested Timeline: 3 class periods

Use this sample task:

- [Characteristics of Civilizations](#)
- Note: Prior to conducting this task with students, read the article “[What is a Civilization, Anyway?](#)” by Cynthia Stokes Brown to develop your background knowledge and understand the purpose of this task.

To explore these key questions:

- What is a civilization?
- What are the characteristics of a civilization?

That students answer through this assessment:

- Students complete the [characteristics of civilizations](#). Check this for a grade.

Grade 5 Instructional Task: Characteristics of Civilizations

Unit One: Indigenous Peoples of the Americas, Topic One: Characteristics of Civilizations

Description: Students examine various definitions of *civilization* and use knowledge of their current society to develop a “value-free” definition of *civilization* based on common characteristics, rather than looking only at what makes the society advanced based on modern-day expectations.

Suggested Timeline: 3 class periods

Materials: Characteristics of civilizations handout ([blank](#) and [completed](#)), [vocabulary.com’s definition of civilization](#), [“Citizenship Rights and Responsibilities”](#) from the U.S. Citizenship and Immigration Services

Instructional Process:

1. Write the word *civilization* on the board and read or project the following definitions:¹
 - a. The stage of human social development and organization that is considered most advanced.
 - b. The process by which society or place reaches an advanced stage of social development and organization.
 - c. The society, culture, and way of life of a particular area.
 - d. The comfort and convenience of modern life, regarded as available only in towns and cities.
2. Read aloud the [first two paragraphs](#) of the meaning of *civilization*.
3. Ask students: “What do these definitions have in common?”
4. Take notes for the class or annotate the definitions as students share their answers.
5. Say: “According to many of these definitions, *civilization* is defined by advancement. However, consider the definition: ‘the society, culture, and way of life of a particular area.’ What is different about this definition from the other definitions we’ve read?”
6. Direct students to explain the meaning of *civilization* in their own words orally or in writing and provide a visual.
7. Divide the class into pairs and ask pairs to identify words and phrases related to *civilization* (i.e., synonyms (e.g., area where people live, organized society) and words from the same family (e.g., *civil*, *civilized*, *citizen*)).
8. Distribute a copy of the [characteristics of civilizations handout](#) to each student.
9. As a class, discuss how the United States is an example of a civilization. Define the characteristic and then work together to identify modern-day examples. Direct students to record definitions and examples during the discussion. For example: For “Centralized government or state systems,” ask students to recall the type of government in the United States and what distinguishes it as such. Display or project [“Citizenship Rights and Responsibilities”](#) and read aloud the webpage. Ask students to explain the difference between a right and responsibility using the examples presented. Then complete the row together.
10. Following the discussion, explain to students that they will explore “What it means to be civilized” throughout the school year in social studies. Tell them that they will study various civilizations and create their own to

¹ From <https://www.google.com/#q=civilization+definition>

consider the [characteristics of civilizations](#), what happens with civilizations collide, and what happens over time as civilizations grow, change, and mix.

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Central authority or power has control over other people/areas; people under control follow established laws/rules and have protection against enemies or other powers from taking control; social classes exist based on various factors (e.g., religion, wealth, power)	The U.S. government is our central authority. Our government sets laws and provides for the defense of our country.
Organized religion	The belief system of a civilization	In many countries, the belief system impacts both society and government by defining what is right and wrong. In the U.S., you can see the influence of Christianity from the Founding Fathers.
Economy and job specialization	Economy is the resources of a civilization and how they produce and use them to develop wealth/currency that sustains and advances the civilization; job specialization is when individuals concentrate on a particular area, which can lead to better productivity allowing for leisure time activities to develop; social classes develop from job specialization and accumulation of wealth	We use resources such as fertile soil for agriculture, petroleum for industry, and rivers for importing and exporting. Job specialization can be seen in modern society as people specialize in different fields and do different jobs to meet the needs of society (e.g. teachers, police officers, doctors).
System of tribute	Collection of “taxes” or some kind of payment to the government to provide services; a food surplus supports a system of tribute (if food is used as tribute)	Federal income taxes, state income taxes, taxes on goods and services
Surplus food	Having access to more food than a civilization needs, through farming, hunting, etc., which allows the civilization to sustain and advance itself; the geography of a place often dictates how food is produced or gathered (e.g., settling around waterways provides drinking water and water for animals and crops)	Agricultural specialization (Louisiana grows sugar cane and rice that can’t be grown in northern states), Food processing factories
Planned infrastructure	Physical and organizational structures, such as buildings, roads, tombs, etc. needed for a civilization to function; planned roads or transportation via waterways support trade and expansion, both of which help sustain and advance a civilization	As the population grows, there are additions to the existing infrastructure (e.g. more roads, wider interstates, more buildings)
Trade	Exchange of a good or service for something else (typically a monetary exchange); goods must be moved easily (e.g., via waterways or roads); a food surplus results in trade opportunities	Louisiana exports petroleum and sugar cane throughout the world. We import goods that are not widely available here such as potatoes.
Accumulated learning	Gathering of knowledge that results in achievements in communication (e.g., language, writing), math, science, and technology/innovation	Parents teaching children (speaking, manners, etc.), Public education, Books

Arts	Creative and cultural expression via music, dance, sculpture, architecture, etc.	People enjoy many different genres of music and dance today. Art and architecture are showcased in homes, offices, museums, etc.
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Unit One Instruction

Topic Two: The Aztec Empire (5.1.1-2, 5.1.4, 5.2.1, 5.4.1-3)

Connections to the unit content: Students examine various sources from Tenochtitlán, the capital city of the Aztec Empire, to determine advancements made by the Aztec Empire, including social hierarchy (e.g., those closer to the Templo Mayor had a higher status in the society), agriculture, markets and job specialization, system of tribute (e.g., vassals contributed clothing, honey, feathers, etc.), organized religion, and an organized system of government (e.g., the Triple Alliance maintained power over the surrounding areas and required tribute), and to understand how those advancements exemplify the characteristics of civilization.

Suggested Timeline: 8 class periods

Use this sample task:

- [Tenochtitlán](#)
- Note: Prior to conducting this task with students, read the “[Content Background](#)” from the original Aztec task to develop your background knowledge and understand the purpose of this task. Access the [Aztec vocabulary](#) to learn how to pronounce the names and terminology.

To explore this key question:

- What do sources reveal about the characteristics of civilization exemplified by the Aztec Empire?

That students answer through these assessments:

- Students begin a [map of the Americas](#) and a timeline to establish the context for when and where the Aztec Empire existed. Check these for accuracy.
- Students complete the [mapping Tenochtitlán handout](#), the [digging for clues handouts](#), and the [chaîne opératoires for the Tenochtitlán Market](#), and the [chaîne opératoires handout](#). Collect these for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)

Grade 5 Instructional Task: Tenochtitlán²

Unit One: Indigenous Peoples of the Americas, Topic Two: The Aztec Empire

Description: Students investigate the Aztec Empire through the study of its capital city, Tenochtitlán. Students consider elements of civilization revealed by the artifacts discovered from Tenochtitlán. Students learn about the geographic characteristics of Tenochtitlán, the cultural significance of artifacts excavated from the Templo Mayor (Great Temple), and the economic factors involved in sustaining the Aztec Empire.

Suggested Timeline: 8 class periods

Materials: [Map of the Americas](#), timeline, pages 17-18, 21, 23, 29-31, and 36-38 of the [Aztec task](#), mapping Tenochtitlán handout ([blank](#) and [completed](#)), digging for clues handout ([blank](#) and [completed](#)), *chaînes opératoires* for the Tenochtitlán Market handout ([blank](#) and [completed](#)), [blank chaînes opératoires handout](#), [conversation stems](#), [discussion tracker](#)

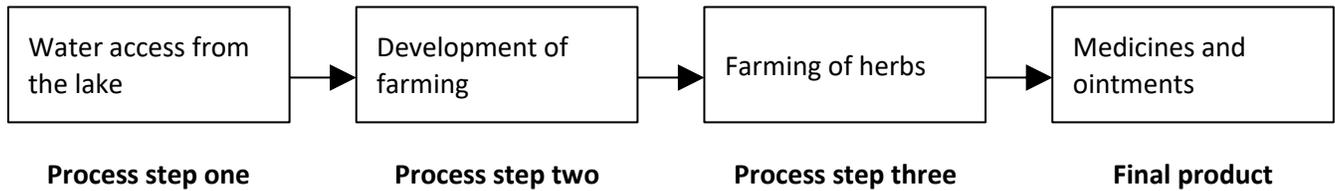
Instructional Process:

1. Say: “We are going to explore several sources from Tenochtitlán, the capital of the Aztec Empire. The Aztec Empire was an alliance of three large civilizations in present-day Mexico, which began around 1427 A.D. At the height of the Aztec Empire, the city of Tenochtitlán was home to as many as 300,000 people. The Aztec Empire is considered an indigenous group or group that is native to the Americas. This means they lived in the Americas before the Europeans explored and colonized the Americas. What we know today as the United States was the result of that exploration and colonization. We will learn more about the exploration and colonization of the Americas throughout this year.”
2. Provide students with a [map of the Americas](#). Direct them to label the continents and oceans for points of reference. Then have students locate on the map where the Aztec Empire was located in relation to where they live. Identify what is currently located where the Aztec Empire existed.
3. Ask students to start a timeline with the founding of Tenochtitlán in 1325 and the beginning of the Aztec Empire in 1427. Explain to them that they will continue to add events to the timeline throughout the school year. **Note:** The timelines can be created on paper or digitally (e.g., [Timeline](#) from ReadWriteThink, [Timeline](#) from knight lab at Northwestern University, [timeglider](#), [Sutori](#), or [myHistro](#)).
4. Say: “Your goal with this task is to examine various sources to determine whether the Aztec Empire is a civilization based on its characteristics. We are going to work together on this task as a model. For the next task, you will work in small groups and then independently and engage in a similar process for other indigenous cultures in the Americas. Our first step in this task is to answer the question: ‘What is important about the location of Tenochtitlán?’”

² This task is adapted from the [Aztec Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

5. As a class, view the maps of Tenochtitlán in order ([pages 17-18, 21, and 23 of the original task](#)). As needed, teach students about the key features of a map (e.g., title, orientation, scale, legend, and grid) as well as the different types of maps provided (e.g., political map, physical map, road map).
6. Give students a copy of the [mapping Tenochtitlán handout](#).
7. Direct them to examine each map in pairs or small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Maps Teacher's Guide](#) or the [map analysis worksheet](#) to support their examination.
8. Conduct a brief discussion about the significance of Tenochtitlán's location. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Where is Tenochtitlán located?
 - b. Why might it be located there?
 - c. What were the likely benefits and drawbacks?
 - d. What characteristics of civilization are revealed by the location and geography of Tenochtitlán?
9. As students discuss, record class notes of examples of the [characteristics of civilizations](#) for the Aztec Empire.
10. Post the notes for students to refer to throughout the task and as they work on the next task in unit one.
11. Say: "The Aztecs built the great city of Tenochtitlán as the fulfillment of a prophecy. The people who would become the Aztecs had wandered Mexico for almost 100 years looking for a specific sign from Huitzilopochtli, the sun god. According to the Aztecs, when they saw an eagle perched on a cactus situated on a rock in the center of a lake and eating a serpent, the prophecy was fulfilled and they built their empire around this location, Tenochtitlán. At the center of Tenochtitlán was the Templo Mayor, which is now buried under modern-day Mexico City. The temple was the largest structure within Tenochtitlán and was built to honor Huitzilopochtli and acted as a government and religious center. Our next step is to look at three archaeological artifacts to determine what they tell us about the Templo Mayor."
12. Provide students with a copy of the [digging for clues handout](#).
13. As a class, view the three archaeological artifacts ([pages 29-31 of the original task](#)).
14. For each artifact: (1) the Coyolxauhqui Stone (temple entry stone), (2) a *tzompantli* (skull rack), and (3) a *tonamatl* (Aztec calendar stone), ask students to describe the object and then make a hypothesis about the purpose of the object and/or how the Aztecs might have used it. Possible questions:
 - a. What are your first impressions?
 - b. What is the object made of?
 - c. How big does the object appear to be?
 - d. Is it intact or does it look like parts are missing?
15. Direct students to record their observations on part one of the [digging for clues handout](#). As needed, teach students how to analyze objects using the resources located on pages 46-51 of [Engaging Students with Primary Sources](#) from Smithsonian and Thinkfinity.
16. Divide the class into pairs and provide each pair with a copy of the three exhibition cards ([page 28 of the original task](#)).

17. Direct each pair to complete part two of the [digging for clues handout](#) by using the additional information about the objects to evaluate their hypothesis and finish their analysis by describing what the object reveals about the Templo Mayor.
18. Following the object analysis, ask: “What [characteristics of civilizations](#) are revealed by the objects from Templo Mayor?”
19. As students discuss, record class notes of examples of the [characteristics of civilizations](#) for the Aztec Empire.
20. Post the notes for students to refer to throughout the task and as they work on the next task in unit one.
21. Say: “Other important aspects of Tenochtitlán included the market, the *chinampas* (floating islands for crops), and the causeways. Outside the city was an extensive network of other indigenous communities that were economically tied to the Aztec Empire through a system of tribute or taxation. Listen to how one Spanish explorer described Tenochtitlán in 1519, when he arrived: ‘These great towns and cues [temples] and buildings rising from the water, all made of stone, seemed like an enchanted vision from the tale of Amadis. Indeed, some of our soldiers asked whether it was not all a dream. It is not surprising therefore that I should write in this vein. It was all so wonderful that I do not know how to describe this first glimpse of things never heard of, seen or dreamed of before. — Letters from Bernal Díaz, 1519–1526.’ Our next step is to examine three economic innovations in Tenochtitlán: the market, the tribute system, and *chinampas* or the floating islands for crops, to determine what [characteristics of civilizations](#) they reveal.”
22. Read aloud Cortés’s letter ([page 36 of the original task](#)).
23. Say: “As I reread Spanish explorer Cortés’s letter about the Tenochtitlán Market, locate final innovations or products of the market.”
24. Reread aloud the following portion of the letter: “more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords, embracing the necessities of life, as for instance articles of food, as well as jewels of gold and silver, lead, brass, copper, tin, precious stones, bones, shells, snails, and feathers. There are apothecaries’ shops, where prepared medicines, liquids, ointments, and plasters are sold; barbers’ shops, where they wash and shave the head; and restaurateurs, that furnish food and drink at a certain price. [. . .] An abundant supply of excellent water, is conveyed by one of these pipes, and distributed about the city, where it is used by the inhabitants for drink and other purposes.”
25. As a class, create a list of final innovations and products (e.g., food, jewels/metals/stones, bones, feathers, medicines, salons, restaurants, drinking water, pipes).
26. Say: “We are going to create *chaîne opératoires* or operational sequences for these economic innovations and products. A *chaîne opératoire* looks a lot like a flow chart that highlights each step, material, or invention needed to get to the final innovation or product. This will allow us to consider the [characteristics of civilizations](#) exemplified by the Aztec Empire.”
27. Select one of the final innovations or products and create a class *chaînes opératoire* for the Tenochtitlán Market that identifies the steps in the process which would likely lead to the selected final innovation or product. For example:



28. Ask students to record the example on their [chaînes opératoires for the Tenochtitlán Market handout](#) and then use that example to develop additional *chaînes opératoire* for the other final innovations and products on the list. Note: Students should use the class example and branch off the appropriate steps. For example, the first two process steps would likely be the same steps for “restaurants” as the final innovation, so students should start their steps below that square and add the appropriate directional arrows. Additionally, not every student will describe these steps in the same way. Some students may see more or fewer steps for the innovations/products. What is important is that students notice the variety of advances needed to get to the final innovation or product and that they begin to consider the advances made by the Aztecs.
29. Provide students with context about the next two sources.
- a. For Source B: Codex Mendoza, an annotated manuscript describing the Aztec tribute system, ca. 1535, say: “This source is an annotated codex of the tribute system. A codex is an ancient manuscript in book form; a manual. They often explain the way of life of the time period. The Aztecs used the tribute system as a system of taxes to be paid by the other local governments the Aztec Empire controlled. Most of the tribute went to Tenochtitlán.”
 - b. For Source C: Te Papa, Photograph of a model of Aztec *chinampas*, say: “This photograph is a of a model of *chinampas*, a method of agriculture that allowed the Aztecs to use small areas of fertile land to grow crops on the shallow lake beds that surrounded Tenochtitlán.”
30. Provide students with a copy of the [blank chaînes opératoires handout](#).
31. Divide the class into pairs and direct the pairs to repeat the same process with one of the other sources ([pages 37-38 of the original task](#)). Note: Assign half the pairs to analyze Source B (tribute system) and half the pairs to analyze Source C (the *chinampas*).
- a. Identify the final innovations and products.
 - b. Determine steps necessary to create these innovations or products.
 - c. Create the *chaînes opératoires* using the *chaînes opératoire* handout.
32. As needed, provide pairs with lists of final innovations or products for each economic innovation.
- a. Tribute system: mantles/loincloths/clothing, feathers, shields, grain, gold, honey, wood, and copper, names of towns expected to pay tribute
 - b. *Chinampas*: posts, woven frameworks, waterways, agricultural tools, crops (seeds), willows, farmers/human labor
33. As pairs work, challenge students to consider the evidence available for their conjectures and prompt them to consider what else might have been necessary (e.g., human intelligence, the need or desire for innovation) to build this elaborate economic system.
34. Direct pairs to share their [chaînes opératoires](#) with another pair analyzing the same source.

35. Then direct the groups of four to share their [chaînes opératoires](#) with another group of four that analyzed the other source.
36. Following the source analysis, conduct a brief discussion. Possible questions:
 - a. How did the agricultural innovations feed into the Aztecs' larger economic systems, including the tribute system and the marketplace?
 - b. How did Tenochtitlán sustain itself?
 - c. What [characteristics of civilizations](#) in Tenochtitlán are revealed by your *chaînes opératoires*?
37. As students discuss, record class notes of examples of the [characteristics of civilizations](#) for the Aztec Empire.
38. Post the notes for students to refer to throughout the task and as they work on the next task in unit one.

Mapping Tenochtitlán

	Title of Map	What information about the Aztec Empire and Tenochtitlán is revealed in the map?	What is significant about the information?
Map 1, page 17	Extent of the Aztec Empire in 1519		
Map 2, page 18	Growth of the Aztec Empire, 1427-1520		
Map 5, page 21	Tenochtitlán-Tlatelolco and Its Causeways		
Map 7, page 23	Model of the Aztec City of Tenochtitlán at the National Museum of Anthropology in Mexico City		

Mapping Tenochtitlán (Completed)

	Title of Map	What information about the Aztec Empire and Tenochtitlán is revealed in the map?	What is significant about the information?
Map 1, page 17	Extent of the Aztec Empire in 1519	The Aztec Empire includes a huge geographical area.	Tenochtitlán is a city within the vast Aztec Empire that spanned most of Central America by 1519. The city is on a lake, so it is near water. Having access to water is important for the survival of a civilization (e.g., they can catch fish and farm, have drinking water, etc.).
Map 2, page 18	Growth of the Aztec Empire, 1427-1520	The Aztec Empire started being built in 1427.	The size of the empire and how many cities were included is impressive. Tenochtitlán started in 1325, but it looks like the Aztecs didn't form into a fully developed civilization until 100 years later, when the empire started growing.
Map 5, page 21	Tenochtitlán-Tlatelolco and Its Causeways	Tenochtitlán was on an island in Lake Texcoco. There was a grid of causeways or roads. The center of the city was a "Ritual Centre."	The causeways/roads likely allowed the Aztecs to travel more easily within and around the city. Having an infrastructure, like a system of roads, is a characteristic of a civilization. It looks like they had some kind of organized religion based on the "Ritual Centre" sitting in the middle.
Map 7, page 23	Model of the Aztec City of Tenochtitlán at the National Museum of Anthropology in Mexico City	The last map is a three-dimensional model of the Tenochtitlán. They had many buildings.	Tenochtitlán had advanced buildings/structures, which is a characteristic of a civilization. The city is buried under present-day Mexico City; something significant must have happened to end this city that was so well-built.

Digging for Clues: Templo Mayor Artifact Analysis, Part One

Object Name	Object Description	How do you think the Aztecs used the object?
<i>Coyolxauhqui Stone</i>		
<i>Tzompantli</i>		
<i>Tonamatl</i>		

Digging for Clues: Templo Mayor Artifact Analysis, Part Two

Object Name	Was your hypothesis correct? How so or not?	What does the object tell us about the Templo Mayor?
<i>Coyolxauhqui Stone</i>		
<i>Tzompantli</i>		
<i>Tonamatl</i>		

Digging for Clues: Templo Mayor Artifact Analysis (Completed)

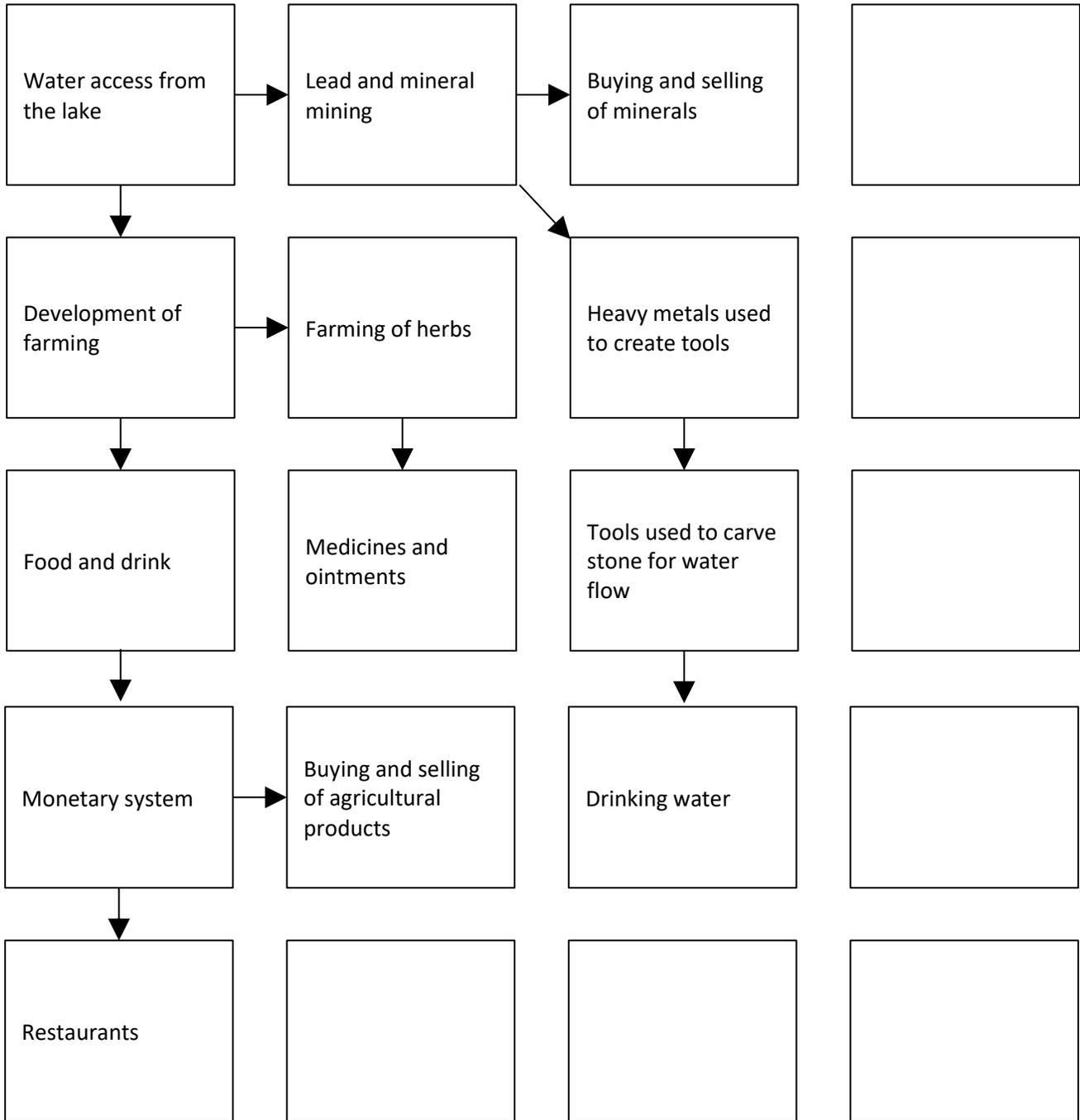
Object Name	Object Description	How do you think the Aztecs used the object?
<i>Coyolxauhqui Stone</i>	This is an image of the Coyolxauhqui Stone, which was accidentally unearthed in 1978 by an electric company digging in Mexico City. Its discovery paved the way for the excavation of the Templo Mayor.	Answers will vary.
<i>Tzompantli</i>	This shows the remnants of a <i>tzompantli</i> , or skull rack, that was unearthed from excavations of the Templo Mayor over the past 30 years. The skull carvings represent prisoners of war the Aztecs had captured in various battles as well as Aztecs who were sacrificed to appease their many gods.	Answers will vary.
<i>Tonamatl</i>	This is a <i>tonamatl</i> , or Aztec calendar stone, that was unearthed in 1790 during renovations on the Mexico National Cathedral near Templo Mayor.	Answers will vary.

Digging for Clues: Templo Mayor Artifact Analysis (Completed)

Object Name	Was your hypothesis correct? How so or not?	What does the object tell us about the Templo Mayor?
<i>Coyolxauhqui Stone</i>	Answers will vary.	The heart of the city was Templo Mayor, or Grand Temple. It was the largest and most important of all the temples within the city and is symbolic of the Aztecs' deeply held spiritual beliefs or cosmology. The temple was built and rebuilt seven times but was ultimately destroyed by Hernán Cortés and then built over by the Spanish. While archaeologists and historians knew of its existence, the temple was discovered by accident in 1978 with the unearthing of the Coyolxauhqui Stone. Religion plays a central role in the lives of Aztecs.
<i>Tzompantli</i>	Answers will vary.	Religion and human sacrifice played a central role in the lives of Aztecs in Tenochtitlán. All religious ceremonies, including human sacrifices, took place at the temple.
<i>Tonamatl</i>	Answers will vary.	The temple also served as a physical indicator of Aztecs' place in the social hierarchy; those who were closer to the temple had a higher status in the society. Having social classes is a characteristic of a civilization.

Chaîne opératoires for the Tenochtitlán Market

Chaîne opératoire for the Tenochtitlán Market (Completed)



Chaîne opératoires for _____

Aztec Vocabulary

Term	Pronunciation	Definition
calmecac	kal'mekak	School for the sons of Aztec nobility where they would receive religious and military training.
<i>chaîne opératoire</i>	shen-opra-toire	French for "operational sequence," anthropologists and archaeologists use this process to analyze steps in production.
Coatlicue	co-at-LI-cue	Earth goddess and mother of Huitzilopochtli in the myth of Coatepec.
Coyolxauhqui	co-yol-SHAU-qui	Moon goddess and warrior daughter of Coatlicue and sister of Huitzilopochtli, who killed and dismembered her in the myth of Coatepec.
Cuitláhuac	kwit'lawak	Emperor and 10th ruler of Tenochtitlán; he died of smallpox.
harquebus	har-que-bus	A matchlock gun invented in the 15th century which was portable but heavy and was usually fired from a support.
Huitzilopochtli	huit-zi-lo-POCHT-li	God of sun and war and patron deity of the Mexica (Aztecs).
Templo Mayor	TEM-plo may-OR	The Great Temple of Tenochtitlán, the symbolic center of the city and a physical replica of the Aztec cosmos.
Tenochtitlán	ten-noch-tit-LAN	The capital city of the Aztec Empire, founded by the Mexica (Aztecs) around 1325; located on an island in the lake system of the Basin of Mexico.
Tonalpohualli	to-nal-po-HUAL-li	The 260-day ritual cycle in the Aztec calendar.
Tonamatl	to-na-ma-tl	"Book of Days" depicting the ritual calendar Aztecs used for divination.
Tonatiuh	to-NA-ti-uh	A solar deity who presided over the age known as the "fifth sun," in which the Aztecs lived.
Tzompantli	tzom-PANT-li	"Skull rack" where the severed heads of sacrificial victims were hung on poles at Templo Mayor in Tenochtitlán.
Xiuhpohualli	sh-uh-po-HUAL-li	The 365-day Aztec calendar cycle corresponding to the solar year.

Unit One Instruction

Topic Three: Indigenous Cultures of the Americas (5.1.1-2, 5.1.4, 5.2.1, 5.4.2-3)

Connections to the unit content: Students conduct small-group and then independent research on indigenous peoples of the Americas (e.g., the Maya, Aztec, Inca, and various Native American tribes) to identify characteristics of civilization exemplified by the various groups. Students also compare and contrast early American civilizations and make connections between where a civilization was located and the differences in their characteristics.

Suggested Timeline: 20 class periods

Use this sample task:

- [Early Civilizations of the Americas](#)

To explore these key questions:

- How do indigenous cultures of the Americas exemplify the characteristics of a civilization?
- How were early civilizations of the Americas similar to and different from one another?

That students answer through these assessments:

- Students continue adding to their [map of the Americas](#) and timeline begun in the previous task. Check these for accuracy.
- Students create a product from their small-group research, which can be graded.
- Students write a paragraph explaining whether the indigenous group they researched is an example of a civilization. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.1a-d, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)
- Students independently research a Native American tribe. Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. ([ELA/Literacy Standards](#): W.5.7, W.5.8)
- Students write and deliver a presentation on their Native American tribe. Grade the written presentation for accuracy and organization of information and the delivery of the presentation with a presentation rubric, focusing on the quality of the delivery. ([ELA/Literacy Standards](#): W.5.2a-b, SL.5.4, SL.5.5, SL.5.6)
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students write a paragraph explaining whether the indigenous group they researched is an example of a civilization. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)
- Students complete the [Indigenous Cultures](#) assessment.

Grade 5 Instructional Task: Early Civilizations of the Americas

Unit One: Indigenous Peoples of the Americas, Topic Three: Indigenous Peoples of the Americas

Description: Using the Tenochtitlán task (Topic Two) as a model, students engage in group and then independent research about an indigenous group in the Americas (i.e., the Maya, Aztec, Inca, and various Native American cultures). They determine the [characteristics of civilizations](#) exemplified by each group. Following the independent research, students present their information to the class so all students build their understanding of what it means to be civilized.

Suggested Timeline: 20 class periods

Materials: Students' [map of the Americas](#), students' timeline, [small-group civilization research handout](#), independent civilization research handout ([blank](#) and [completed](#)), [resources for research](#), digital access for research

Instructional Process:

Small-Group Research (approximately 5 class periods)

1. Say: "Now that you've learned about the [characteristics of civilizations](#) and evaluated the Aztec Empire to determine how it exemplifies the characteristics of a civilization, your next task is to practice researching with a small group. During this research, you will continue examining an indigenous culture of Mesoamerica, a cultural area in present-day Central America. As a small group, you will research the Maya, the Aztec, or the Inca Empires. Before we begin our research, let's establish where and when these cultures existed."
2. Support students in adding the location of the Maya and Inca Empires to their [map of the Americas](#) and the estimated beginning and end of each empire on their timelines.
3. Divide the class into groups of 2-4 students.
4. Assign each group either Maya, Aztec, or Inca.³ Note: Depending on the total number of students in class, some groups will research the same topic.
5. Direct each group to complete the research on the [small-group civilization research handout](#).
6. Collect students' written products.
7. Review the paragraphs about whether each group was a civilization to identify common trends and evidence provided by students. Add examples for each empire to the class notes from Topic Two on [characteristics of civilizations](#).
8. Close out the small-group research by reviewing the class notes for each indigenous culture and discussing their characteristics which exemplify a civilization. Possible discussion topics:
 - a. The Maya belief system was defined by their worship of nature gods. Their economic structure focused on agriculture and trade. The government of Maya was well-organized and made up of city-states. The Maya developed a writing system and created codices which provided a way to record information, communicate ideas with others, and preserve their history. The Maya number system has many

³Note: Consider giving Aztec to groups who need a little more support with this task, as they will be studying the same indigenous group as the model.

similarities to the system we use today, such as place value and a symbol for zero. The Maya also developed the 365-day calendar.

- b. The Aztec belief system was defined by their worship of nature gods much like the beliefs of the Maya. Their economic structure focused on agriculture and trade; the Aztec used a monetary system. Aztec government was well-organized and consisted of a king chosen by a council. The Aztec were focused on conquest and wealth. The Aztec had a defined social class structure as well as defined roles for males and females. The Aztec had many achievements in engineering (e.g., canals and aqueducts) and learning (e.g., codices, compulsory education).
- c. The Inca belief system was defined by their belief in nature gods. The Inca economy was centrally planned and, like the Maya and Aztec, was focused on agriculture. Collective labor and specialization ensured that all their needs were met. Like the Maya and Aztec, the Inca had a defined social class structure. They also had defined roles for males and females. Every member of society over the age of five had a role in society. The government of the Inca was highly organized with a strong central government and local rulers. The Inca developed a system of roads throughout their empire. The Inca developed a system for doing mathematical calculations and were advanced engineers.

Independent Research (approximately 15 class periods)

9. Say: “Now that you’ve engaged in research as a whole class and small group, your next task is to research an indigenous culture from North America independently. Your goal in researching the culture is to locate examples of the various characteristics of civilization. You will then present your examples to the class for other students to learn about early civilizations of North America.”
10. Review the process followed for the Tenochtitlán task (Topic Two) and the small-group research:
 - a. Establish context (time and place)
 - b. Review various maps to determine what the geography reveals about the civilization
 - c. Examine various sources (e.g., objects, photographs, a letter, a codex, models) to identify examples of the characteristics of the civilization
11. Provide students with a copy of the [independent civilization research handout](#).
12. Review the [characteristics of civilizations](#) and review the class notes taken during Topic Two and the small-group research. Review the characteristics of civilization that were revealed for the Maya, Aztec, and Inca Empires.
13. As a class, brainstorm [various questions](#) to guide the independent research.
14. Direct students to record notes on the [independent civilization research handout](#).
15. Say: “Remember, the goal of your research is to find examples of the [characteristics of civilizations](#) for your assigned group. Be sure to follow a process similar to the process you followed for the Tenochtitlán task (Topic Two) and the small-group research.”
16. Assign each student a cultural region and tribe:
 - a. Northeast Native Americans (i.e., Iroquois, Wampanoag, Mohican, Powhatan, Huron)
 - b. Southeast Native Americans (i.e., Cherokee, Choctaw, Natchez, Houma, Opelousas, Tunica)
 - c. Plains Native Americans (i.e., Blackfoot, Arapaho, Cheyenne, Comanche, Ojibwa, Sioux)
 - d. Southwest Native Americans (i.e., Apache, Navajo, Hopi, Zuni)

- e. Great Basin Native Americans (i.e., Shoshone, Washoe, Ute)
 - f. Plateau Native Americans (i.e., Nez Perce)
 - g. Northwest Coast Native Americans (i.e., Kwakiutl, Haida, Chinook)
17. Explain to students how they should conduct their research (e.g., What is the process for research? What are their deliverables? What are their due dates? How will you grade their research?) and provide them with needed materials (e.g., digital access, [resources for research](#), [independent civilization research handout](#) (for recording their notes), etc.).
 18. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.
 19. Direct students to conduct their research.
 20. Once students have completed their research, direct them to write a 1-2 minute presentation in which they share the following information about their assigned civilization.
 - a. Where and when did the Native American tribe exist?
 - b. Is the group you researched an example of a civilization? Why?
 21. Collect the written presentations to ensure the information that will be presented is accurate. Work with individual students, as needed.
 22. Provide class time for students to present their information to the class. During the presentation, direct the audience to:
 - a. Record information about each cultural region and tribe on their [map of the Americas](#) and their timeline begun in the Tenochtitlán task (Topic Two).
 - b. Take notes on the examples of the characteristics of civilization (e.g., write the example, what characteristic of civilization it represents, and the name of the Native American group), as they will need these notes for later tasks.
 23. Following all of the presentations, conduct a brief discussion. Possible questions:
 - a. What is similar and different about how the Americas were developed in different places?
 - b. What likely contributed to those similarities and differences?
 - c. How is modern-day society impacted by early American civilizations?
 24. Have students complete the [Indigenous Cultures](#) assessment.

Small-Group Civilization Research

The following research task is based on the [Complex Societies Inquiry Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

Indigenous Group	Maya	Aztec	Inca
Step One: Context	On your map of the Americas and your timeline, identify where and when this indigenous group existed.		
Step Two: Research	<ul style="list-style-type: none"> Using the sources below, research the question: “How did the Maya use writing to represent activities in their culture?” Source A: Excerpt from Writing in Maya Glyphs (page 6) Source B: “Maya symbols and Glyphs” chart (page 7) Source C: 19th-century reproduction of the Dresden Codex (page 8) 	<ul style="list-style-type: none"> Using the sources below, research the question: “What did the Aztecs do to master their watery environment?” Source A: Description of the chinampa system (page 9) Source B: Illustration of a chinampa (page 10) Source C: Photograph of a modern chinampa (page 11) 	<ul style="list-style-type: none"> Using the sources below, Why were roads important to the Inca Empire? Source A: “Inca Roads and Chasquis” (pages 12-13) Source B: Image bank: Inca roadways (pages 14-15) Source C: An Inca Chasqui runner (page 16)
Step Three: Present your findings	Write a paragraph describing how the Maya used writing and how others have worked to understand it.	Make a chart of the benefits of swamp agriculture and the use of chinampas.	Make a diagram illustrating how the Inca road system functioned and how Inca runners used that system.
Step Four: Make connections to the unit topic	Write a paragraph independently explaining whether the indigenous group you researched is an example of a civilization. Use evidence from your research and your knowledge of social studies to support your answer.		

Independent Civilization Research

Characteristic	Questions to ask; details to look for	Examples from your assigned culture
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Independent Civilization Research (Completed)

Characteristic	Questions to ask; details to look for	Examples from your assigned tribe
Centralized government or state systems	<ul style="list-style-type: none"> ● Who made decisions for the civilization? ● What was power based on? ● How was the government structured? ● What was the role of people in the government? ● Were they part of any larger ruling group? ● Did they have enemies? ● Who was considered important in their society? How did people know or represent this? ● What was the basis of their social classes? 	<ul style="list-style-type: none"> ● Some indigenous peoples of the northeast banded together and formed confederations, such as the Iroquois League which included multiple groups: Seneca, Mohawk, Onandaga, Oneida, Cayuga, and Onondaga. A code of laws was established to govern the league.
Organized religion	<ul style="list-style-type: none"> ● What did the people believe? ● How did their beliefs affect their lives? 	<ul style="list-style-type: none"> ● Native Americans believed that different things in nature (such as animals, trees, rivers, wind, etc.) each have a spirit. Native Americans believed that all things in nature, including people, were connected. Many tribes also believed in spirit guides or something in the natural world that act as guides. Because of these beliefs, Native Americans treated nature with respect. Indigenous peoples of the Plains hunted buffalo, but they did not waste any of it. They used the meat for food, the hides for clothing and shelter, and the bones for making tools. The Inuit believed that being respectful of nature resulted in the goddess in charge of sea life to send animals to be hunted.
Economy and job specialization	<ul style="list-style-type: none"> ● What natural resources did they have? ● How did they gain and/or distribute their resources? ● Did they trade? Did they use money? What did they trade and/or sell? ● What did they need to get from outside of their civilization? How did they obtain that? ● What jobs did their people do? ● How did they measure wealth, and who controlled the civilization's wealth? 	<ul style="list-style-type: none"> ● Indigenous peoples of the northwest coast were some of the wealthiest Native American tribes because of their access to a large supply of resources (e.g., fish, cedar trees). ● Some groups, such as the Natchez, established strict social classes. ● Indigenous peoples of the Great Plains, such as the Blackfoot, Arapaho, Cheyenne, Comanche, Ojibwa, Sioux, the men hunted while the women tended the gardens. Men hunted buffalo for food, clothing, and shelter. The Cheyenne used a <i>travois</i> (two

		<p>poles put together and pulled to move things). Horses were very helpful to the Cheyenne. Horses were used for transportation, to carry and pull things (using a travois), and to make it easier to hunt. Horses were also a measure of wealth.</p>
<p>System of tribute</p>	<ul style="list-style-type: none"> ● How did the government maintain the structure and systems of the civilization? ● What did those under the government’s rule give to the government? What was given in return to those under control of the government? ● How did they distribute their natural resources? 	<ul style="list-style-type: none"> ● Most Native American tribes were led by a chief, but the chiefs were not all-powerful. Many tribes also had a tribal council to help make decisions for the tribe. Some tribes, like the Anasazi, governed their tribes with clan councils where representatives of each family made decisions for the tribe. The Iroquois even worked to form a confederation known as the League of Nations. ● Indigenous peoples of North America worked together to support their tribes. Resources such as buffalo from a hunt in the plains or fish that were caught along the coast were shared with the group.
<p>Surplus food</p>	<ul style="list-style-type: none"> ● Where was the society located, and what physical features made up the area? ● What natural resources did they have? ● How did they produce and/or obtain their food? How did the environment define this? ● How did they store and distribute excess/surplus food? ● Did they use food for purposes other than nutrition? How so? Why? 	<ul style="list-style-type: none"> ● The favorable climate and vast amount of food available (e.g., fish, deer) contributed to the cultures of the Pacific Northwest (e.g., Chinook or Haida) being heavily populated, as they were able to feed their people and have excess or surplus food. ● Those who lived near the desert, such as the Apache, Navajo, Hopi, Zuni, harvested dates, seeds, etc. ● Groups such as the Pueblo learned to farm the dry land using irrigation canals. ● The Navajo raised sheep. ● The Apache continued to hunt. ● Indigenous peoples of the northeast met their needs by farming (squash, corn, beans), hunting (deer, bears, elk, beaver) for food as well as use of the animal skins, and fishing, depending whether they were near the water. ● Indigenous peoples of the Great Plains relied on agriculture despite the dense grass roots that made it challenging (corn, beans, squash, pumpkins).

<p>Planned infrastructure</p>	<ul style="list-style-type: none"> ● Where was the society located, and what physical features made up the area? ● What natural resources did they have? ● How did they use or overcome the physical features and natural resources to build a functioning civilization? ● What did they contribute to the world? ● What makes them unique? 	<ul style="list-style-type: none"> ● Indigenous peoples of the west coast used cedar trees to build their homes and dugout canoes. ● Indigenous peoples of the southwest learned to adapt despite a lack of resources in the hot, arid climate. They built apartment-style buildings out of adobe bricks. They built their villages on mesas for protection because they were higher and safer. ● Indigenous peoples of the northeast built longhouses for shelter for up to 12 families. ● Indigenous peoples of the Great Plains lived in large, round huts built over a deep hole of dirt and wood or teepees (portable shelter made of poles and buffalo hides).
<p>Trade</p>	<ul style="list-style-type: none"> ● Where was the society located, and what physical features made up the area? ● What natural resources did they have? ● How did the society gain and/or distribute their resources? ● What did they need to get from outside of their civilization? How did they obtain that? ● What did they contribute to the world? How did they distribute that? ● How did the environment define who the civilization interacted with and/or moved people and/or goods? 	<ul style="list-style-type: none"> ● Indigenous peoples of the northwest coast used cedar trees to build dugout canoes. ● Some groups, such as the Natchez, used wampum (polished seashells) to make belts and jewelry. ● Indigenous peoples of the northeast used canoes for transportation. ● Indigenous peoples of the Great Plains, such as the Cheyenne had access to horses, which were very helpful. Horses were used for transportation, to carry and pull things, and to make it easier to hunt.
<p>Accumulated learning</p>	<ul style="list-style-type: none"> ● How did people communicate? Did they permanently capture their communication system? How so? ● What did they contribute to the world? ● What technological skills did they possess? ● What did they invent? ● Who were their thinkers? What people or groups are given the chance to learn? ● What made them unique? 	<ul style="list-style-type: none"> ● Indigenous people passed their teachings down to each generation. Children learned needed skills such as hunting and growing food from their parents. Girls were taught to raise children, cook, make clothing, and other tasks around the home. Some tribes, like the Apache, focused on training their boys to be warriors. Other tribes, like the Sioux trained men for a variety of roles including warrior, hunter, and even storyteller. Tribes passed down their knowledge through stories that explained aspects of the world around them or taught a lesson. Some tribes, like the Inuit, built totem poles to record stories. Indigenous peoples of the Plains also passed down information by recording through written words and pictures.

Arts	<ul style="list-style-type: none">● How did they express themselves artistically?● What did they contribute to the world?● What made them unique?	<ul style="list-style-type: none">● Indigenous peoples of the northwest coast built totem poles to represent their ancestors.● Some groups, such as the Natchez, used wampum (polished seashells) to make belts and jewelry.● Governmental structures, such as the Iroquois League of Nations and the councils used by the Anasazi influenced future governments.
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Resources for Research: Indigenous Cultures

General Sources

- Kid-Friendly Search Engine: <http://www.kiddle.co>
- [Cultures of the Americas 1200 BC - AD 1600](#)
- [North American Cultural Regions](#)
- [Tribal Regions](#)
- [Early Indian Tribes, Culture Areas, and Linguistic Stocks - Eastern U.S.](#)
- [Early Indian Tribes, Culture Areas, and Linguistic Stocks - Western U.S.](#)
- “The Native American World” section from [“Three Worlds, Three Views: Culture and Environmental Change in Colonial South”](#)
- [Native American Society on the Eve of British Colonization](#)
- [Diversity of Native American Groups](#)
- [Indian Interactives](#)
- [Native American History for Kids: Tribes and Regions](#)
- [Native American Indian Facts](#)
- [Native Americans in Olden Times for Kids](#)

Northeast Native Americans	Southeast Native Americans	Plains Native Americans	Southwest Native Americans	Great Basin Native Americans	Plateau Native Americans	Northwest Coast Native Americans
The Algonkian Tribes The Iroquois Tribes Chapter 11 of <i>The First Americans: Prehistory-1600</i> by Joy Hakim	Southeast Native Americans Chapter 11 of <i>The First Americans: Prehistory-1600</i> by Joy Hakim	Plains Indians Chapter 9 of <i>The First Americans: Prehistory-1600</i> by Joy Hakim	The Anasazi Southwest Indians Chapter 6 of <i>The First Americans: Prehistory-1600</i> by Joy Hakim	Great Basin Indians Chapter 11 of <i>Before Columbus: The Americas of 1491</i> by Charles Mann (read aloud)	Plateau American Indian Facts Nez Perce Indians	Northwest Coast Indians Chapter 7 of <i>The First Americans: Prehistory-1600</i> by Joy Hakim

Unit One Assessment

Description: Students participate in a Socratic seminar in response to the question: What does it mean to be civilized?

Suggested Timeline: 4 class periods

Student Directions: Participate in a Socratic seminar in response to the question: What does it mean to be civilized? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer. This conversation is in preparation of an essay you will write at the end of the year in response to the same question.

Resources:

- [Conversation stems](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 5.1.4 and 5.2.1. They also meet the expectations for [ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. How are the societies we studied examples of civilizations?
2. What elements do the civilizations we've studied not have?
3. Which characteristics are most important for civilizations to advance?

Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students.

Unit Two Overview

Description: Students learn about early European exploration and encounters with indigenous groups to consider what happens when cultures collide.

Suggested Timeline: 6 weeks

Grade 5 Content	
European Exploration	What happens when cultures collide?

Topics (GLEs):

1. [European Explorers](#) (5.1.1-2, 5.1.4, 5.2.2, 5.2.4, 5.8.1)
2. [Early Interactions between Indigenous Groups and European Explorers](#) (5.1.2-4, 5.2.2-3, 5.3.1-2, 5.4.2-3)

Unit Assessment: Students write a one-page essay in response to the following question: How did the European explorers' morality and desire for wealth and power affect how they interacted with indigenous groups?

Unit Two: European Exploration	Topic One: European Explorers Topic Two: Early Interactions between Indigenous Groups and European Explorers
Key Connections: <ul style="list-style-type: none"> • Motivations of European people and nations influenced the colonization and physical environment of North America • Supply, demand, and scarcity motivated European exploration and settlement in the Americas • The Columbian Exchange brought new goods, people, ideas, innovations, and diseases to the Americas, Europe, and West Africa • Interactions between Europeans and indigenous peoples sometimes led to cooperation and trade, but mostly resulted in conflict and devastation for indigenous peoples 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> • Read primary journals, letters, and speeches to analyze the perspective of indigenous Americans and Europeans
5.2.2 Identify early explorers and their motivations, challenges, and achievements	<ul style="list-style-type: none"> • Explain common motivations for European countries to fund travel/exploration to the Americas (moral obligation and spread of religion, to gain wealth through taking natural resources, or power in the form of claiming land) • Discuss the motivations, routes, and challenges of the following European explorers (Columbus, John Cabot, Bartolome de Las Casas, Hernan Cortes, Jacques Cartier, Hernando de Soto, Sir Frances Drake, Samuel Champlain) • Compare and contrast the motivations and challenges of European explorers.
5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples	<ul style="list-style-type: none"> • Describe the motivations and strategies of the Spanish Conquistadors in the Inca empire, including the enslavement of Incas by the Spanish • Explain Spanish Conquistadors’ motivations for conquering the Aztec empire. • Explain the Spanish Conquest of the Aztec empire, including how warfare between the Spanish and Aztecs differed, how the Spanish weakened the Aztecs (disease, weapons), and the role of Montezuma. • Explain the differing perspectives of Europeans when interacting with Native Americans, and explain how negative perspectives influenced European treatment of Native Americans

<p>5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa</p>	<ul style="list-style-type: none"> • Define the Columbian Exchange as a system of biological and cultural exchanges between North America, Europe, and West Africa • Explain the impact of Europeans on Native American populations (materials brought from Europe, loss of ownership of land, disease, population decrease, missionaries and loss of own religious/spiritual identity) • Explain why goods were traded through the Columbian Exchange from each continent, and how access to those goods changed the culture/economy of the receiving group • Explain why the Native American death rate from European diseases was significantly higher than the European death rate of the same diseases. • Explain the impact of smallpox and other diseases on Native Americans, and explain the role diseases played in European countries conquering the Americas • Explain how trade encourages the exchange of ideas and cultural diffusion, using the Columbian Exchange as an example • Explain the positive and negative cultural and economic impacts of the Columbian Exchange on N. America, W. Africa, and Europe
<p>5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492</p>	<ul style="list-style-type: none"> • Explain how cultural diffusion was an effect of the Columbian Exchange • Explain the positive and negative impacts of the convergence of European innovations (iron, metal) on Native American cultures.
<p>5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans</p>	<ul style="list-style-type: none"> • Describe and explain the reaction of Native Americans to Europeans and how this led to cooperation/conflict • Describe and explain the reaction of Europeans to Native Americans and how this led to cooperation/conflict
<p>5.4.3 Analyze maps from the Age of Exploration to 1763</p>	<ul style="list-style-type: none"> • Analyze maps to explain changes in prevalence of indigenous groups and claims on land in North America
<p>5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity</p>	<ul style="list-style-type: none"> • explain how the supply, demand, and scarcity of spices motivated European exploration to America • Use the terms profit, risk, supply, demand, and scarcity to explain the motivations for exploration to the Americas and the Columbian Exchange.

<p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p>	<ul style="list-style-type: none"> • Create a timeline from indigenous civilizations through European explorers' (Columbus, Bartolome de Las Casas, Hernán Cortés, Hernando de Soto) journeys to the Americas
<p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • Produce writing to explain the role perceptions played in the early interactions between European explorers and indigenous peoples of the Americas
<p>5.4.2 Analyze a map using a variety of tools</p>	<ul style="list-style-type: none"> • Trace the routes of European explorers on a map to compare and contrast motivations, challenges, and achievements • Use primary maps created/used by early European explorers to identify and explain their challenges and successes

Unit Two Instruction

Topic One: European Explorers (5.1.1-2, 5.1.4, 5.2.2, 5.2.4, 5.8.1)

Connections to the unit content: Students examine the motivations and challenges of European explorers, including Columbus, to understand why Europeans set their sights on the New World. Students learn about additional European explorers and their similarities and differences to understand how cultures came to collide in the New World. Students are introduced to the Columbian Exchange to understand the economic motivations for European exploration as well as the positive and negative consequences of the system. Students engage in a [philosophical chairs debate](#) in answer to the question: “The Columbian Exchange was a positive event in world history. Do you agree or disagree?” and discuss the lasting impacts of the system on trade and cultural diffusion to consider what happens when cultures collide.

Suggested Timeline: 14 class periods

Use these sample tasks:

- [European Explorers](#)
- [The Columbian Exchange](#)

To explore these key questions:

- How do issues of morality, wealth, and power influence exploration?
- How were motivations for exploration similar and different?
- Why did Europeans risk the challenges associated with exploration?
- What were the positive and negative consequences of the Columbian Exchange?

That students answer through these assessments:

- Students continue adding to their [map of the Americas](#) and timeline begun in unit one. Check these for accuracy.
- Students complete a [European explorers handout](#), which can be collected for a grade.
- Students write a response indicating what word best describes Columbus. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.5.1a-d, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)
- Students write a response explaining how the early European explorers viewed the indigenous groups and whether their perceptions were accurate. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.5.1a-d, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)
- Students complete an [effects of the Columbian Exchange handout](#). Collect this for a grade.
- Students participate in a philosophical chairs debate. Use a [discussion tracker](#) to keep track of students’ contributions to the debate and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.4, SL.5.6)
- Students complete [The Age of Exploration in the Americas](#) sample assessment task set.

Grade 5 Instructional Task: European Explorers

Unit Two: European Explorers, Topic One: European Exploration

Description: Students study the impact of Christopher Columbus’ “discovery” of the New World on early European explorers and trade to understand how their motivations outweighed the risks and the inherent bias they brought with them.

Suggested Timing: 5 class periods

Materials: Students’ [map of the Americas](#), students’ timeline, Chapters 15-16 from *The First Americans: Prehistory-1600 (A History of US, Book I)* by Joy Hakim, [Birchbark House Lesson 11](#), [Birchbark House Lesson 12](#), European Explorer organizer ([blank](#) and [completed](#)), [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Say: “In unit one, we established [characteristics of civilizations](#) and researched how indigenous peoples exemplify these characteristics. In this unit, we will study explorers to investigate what happens when cultures collide.”
2. Write *explore* on the board and ask students what the word means to them. Then add an “r” to the word to form *explorer*.
3. Ask: “What does an explorer do? What are the benefits and risks associated with being an explorer?”
4. Explain that students will study one of the most famous explorers, Christopher Columbus, to understand what motivated him to set sail.
5. Provide each student with access to chapter 15 from *The First Americans: Prehistory-1600 (A History of US, Book I)* by Joy Hakim and conduct [Lesson 11](#) from the English Language Arts Guidebooks 2.0 Birchbark House unit.
6. Provide each student with access to chapter 16 from *The First Americans: Prehistory-1600 (A History of US, Book I)* by Joy Hakim and conduct [Lesson 12](#) from the English Language Arts Guidebooks 2.0 Birchbark House unit.
7. Conclude the lesson by having students add Columbus’ first voyage to their timeline and then instruct them to use pages 76-77 to add Columbus’ voyage to their [map of the Americas](#) begun in unit one.
8. Say: “Once news of Christopher Columbus’ ‘discovery’ reached Europe, it was not long before other Europeans set their sights on the New World.”
9. Provide each student with a copy of the [European explorer organizer](#). Use the textbook or online sources to introduce the motivations, routes, and challenges of the following early European explorers.⁴
 - a. John Cabot
 - b. Bartolomé de Las Casas
 - c. Hernán Cortés
 - d. Jacques Cartier

⁴ These explorers were chosen for their interactions with indigenous peoples and/or their importance to later events in the history of the United States. Knowing about these explorers will allow students to make connections.

- e. Hernando de Soto
 - f. Sir Walter Raleigh
 - g. Sir Francis Drake
 - h. Samuel Champlain
10. Direct students to record information in columns 2-5 of their [European explorer organizer](#) as you share information about each explorer. Share information about each explorer based on the following questions.
- a. Which country sponsored each of these explorations?
 - b. When did each European explorer make his journey?
 - c. What route did each European explorer take and which lands did each “discover”?
 - d. What motivated each of these explorers? Did they have a moral obligation (e.g., spreading Christianity)? Did they desire wealth (e.g., gold, spices, or luxury goods, such as silk fabric)? Did they desire power in the form of claiming land for their country and making a name for themselves?
 - e. What challenges did each of these explorers face?
 - f. What are the similarities in the motivations and challenges of these explorers? Do explorers sailing for the same country have similar motivations? What does that tell us about the motivations of the European nation?
 - g. What are the differences in the motivations and challenges of these explorers?
 - h. What did these explorers bring to the New World?
11. Instruct students to add each exploration to their timeline and trace each route on their [map of the Americas](#).
12. Conduct a discussion about the motivations and actions of early European explorers. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their [completed European explorer organizer](#) or outside knowledge to support their answers. Possible questions:
- a. Why did other Europeans set their sights on the New World?
 - b. What did they do to achieve these goals?
 - c. How did they treat the indigenous groups they encountered?
 - d. Why did they treat them this way?
13. Direct students to review the characteristics of civilization and the indigenous groups of the Americas from unit one.
14. Then have students respond in writing to the following prompt: “Based on what we know about the motivations and actions of early European explorers, how did they view the indigenous groups? Were their perceptions accurate? Explain why or why not. Use evidence from sources and your outside knowledge to support your response.”

European Explorers

Who? Explorer	What? (Nation)	When? (Timeline)	Where? ("Discovery")	Why? (Motivations)	How? (Challenges)
John Cabot					
Bartolomé de Las Casas					
Hernán Cortés					
Jacques Cartier					
Hernando de Soto					
Sir Walter Raleigh					
Sir Francis Drake					
Samuel Champlain					

European Explorers (Completed)

Who? Explorer	What? Nation	When? Timeline	Where? Location/Discovery	Why? Motivations	How? Challenges
John Cabot	England	1497-1498	Greenland, Labrador, Newfoundland, northeastern coast of North America	Wanted to find a northwest passage to the east (wealth)	Violent storms, strong winds, food and water shortages, diseases crew problems.
Bartolomé de Las Casas	Spain	1502-1547	Hispaniola, Cuba, Venezuela, Santo Domingo, Mexico, Guatemala	Soldier; wanted to spread Christianity and worked to free Native Americans (moral obligation)	Unknown
Hernán Cortés	Spain	1504-	Mexico	Sought to find gold (wealth) and conquer land for Spain (power)	Disease; conflicts with indigenous groups
Jacques Cartier	France	1535	Canada, St. Lawrence River	Establish presence in New World for France (power); gold and riches (wealth); new route to Asia	Disease; harsh winters; conflicts with the Iroquois population
Hernando de Soto	Spain	1538-1542	Traveled through Florida to explore Southeast America, first to cross Mississippi River	Sought gold, silver, and jewels (wealth)	Conflicts with indigenous groups; disease
Sir Walter Raleigh	England	1584-1597	Roanoke (North Carolina)	Colonize lands for England, escape persecution (power);	Colonies failed due to lack of supplies and fear of indigenous

				gold (wealth)	groups; Roanoke "disappeared"
Sir Francis Drake	England	1567 1577-1580	Circumnavigated the globe, explored coast of California	Establish presence in New World for England (power), steal gold from the Spanish (wealth)	Crew problems; conflicts with Spanish ships; storms
Samuel Champlain	France	1603-1615	Canada (Quebec), Nova Scotia, Atlantic coast, Great Lakes	Settle land for New France (power)	Hostile relations with the Iroquois

Grade 5 Instructional Task: The Columbian Exchange

Unit Two: European Explorers, Topic One: European Exploration

Description: Using [The Columbian Exchange](#), students consider how the system changed the culture and/or economy of North America, Europe and Africa. They chart the positive and negative consequences of Columbian Exchange, including the devastating effects of diseases on the Native Americans. Finally, students participate in a discussion about the significance of the Columbian Exchange using evidence from sources and outside knowledge to support their answers.

Suggested Timing: 9 class periods

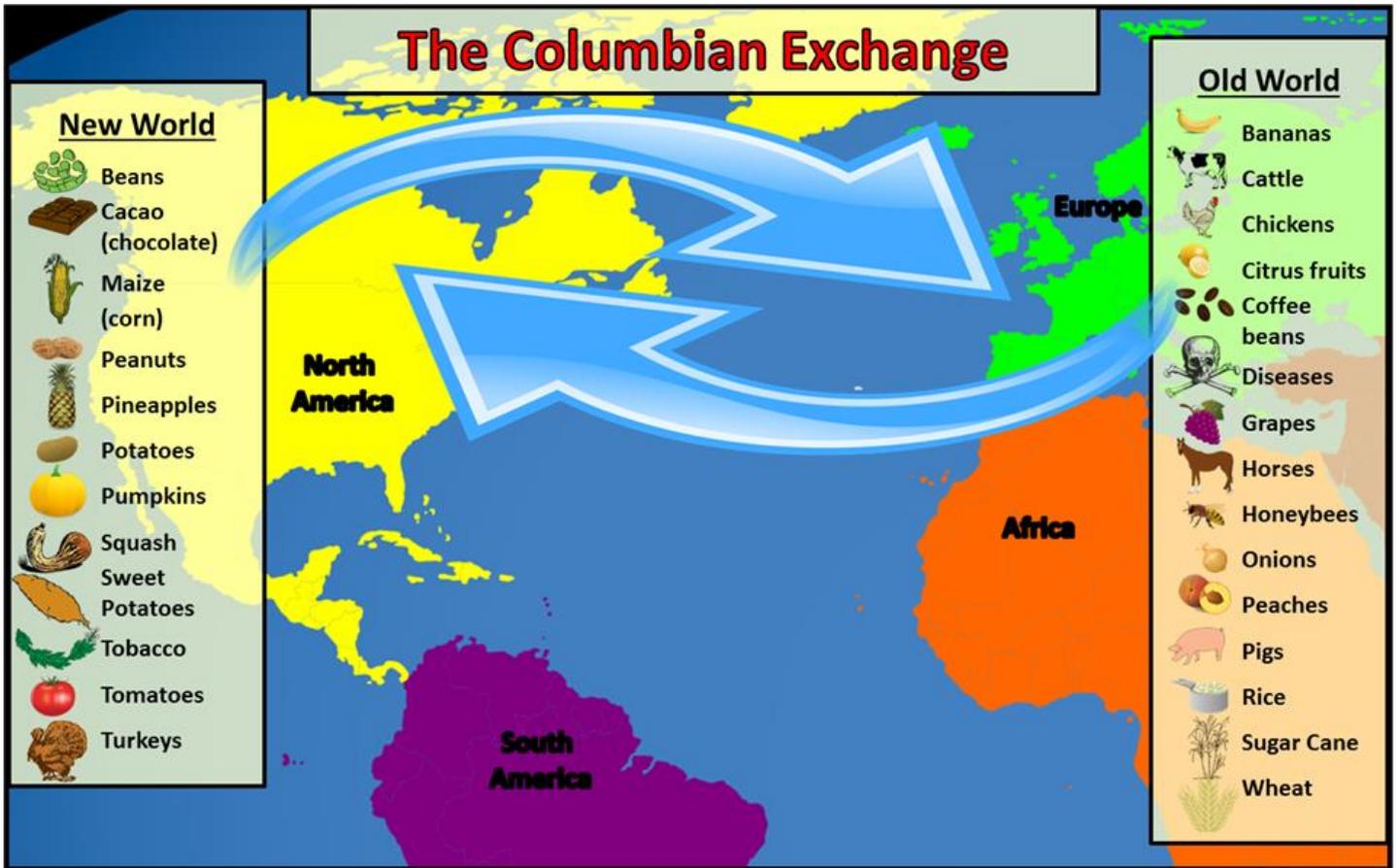
Materials: [The Columbian Exchange](#), “[An Introduction to Alfred Crosby's The Columbian Exchange](#),” [Lesson 27](#) from the English Language Arts Guidebooks 2.0 Birchbark House unit, Chapter 8 of *Before Columbus: The Americas of 1491* by Charles Mann, effects of the Columbian Exchange handout ([blank](#) and [completed](#)), “[The Effects of the Columbian Exchange](#),” [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Direct students to recall Columbus’ motivations for exploring the New World.
2. Ask: “What goods did Columbus hope to bring back from his travels?” Note: As needed, review the economic concepts of *supply*, *demand*, and *scarcity* and direct students to refer to page 75 of *The First Americans: Prehistory-1600 (A History of US, Book I)* by Joy Hakim.
3. Say: “Spices were in high demand in Europe in the late 1400s, but they were scarce or hard to find. Columbus knew that the Indies had a large supply of spices. Why would this knowledge motivate Columbus to sail to the Indies?”
4. Project or provide students with a copy of [The Columbian Exchange](#) map.
5. Say: “Once the ‘old world’ encountered the ‘new world,’ a system of biological and cultural exchanges developed commonly referred to as ‘The Columbian Exchange.’ The initial exchange was mostly informal. That is, explorers brought supplies with them on their journey to the New World, such as horses, plants, and produce, and returned from their journey with new goods gained through simple trade with indigenous people or through discovery. Goods were exchanged between Europe, Africa, and North America. Because of different physical features and climates of the different locations, each had its own crops. As people learned of the things that existed in other places, the demand for the goods increased, leading explorers to profit from their journeys. Exposure to new goods and cultures typically affected the receiving group. For example, tomatoes were not available to Europeans prior to exploration. Think about Italian food. How did access to tomatoes change the culture of Italy? Similarly, horses did not exist in North America prior to exploration. How did gaining access to horses change the culture of the Native Americans in the Great Plains? Unfortunately, exposure to new goods and people also meant unknowing exposure to diseases. While most Europeans had built up resistance to various diseases from exposure over hundreds of years, indigenous groups did not have resistance, which often had disastrous effects on the indigenous populations.”

6. Direct students to work with a partner to identify the items or goods brought to North America and the items or goods brought to Europe and Africa. For each item or good, tell them to consider how access to those items and goods changed the culture and/or economy of the receiving group.
7. Watch "[An Introduction to Alfred Crosby's The Columbian Exchange](#)" as a class.
8. After viewing the video, conduct a discussion. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the video or the Columbian Exchange map to support their answers.
Possible questions:
 - a. What does the narrator mean by "the story of when two worlds collide"?
 - b. What is the relationship between the fish in the red and blue tanks and the "old" and "new" worlds?
 - c. What role did diseases play in the "'old world' triumphing over the 'new'"?
 - d. How did the increase in food supply affect the world population?
 - e. What does the Columbian Exchange explain?
9. Conduct [Lesson 27](#) from the English Language Arts Guidebooks 2.0 Birchbark House unit.
10. Say: "Now let's consider the positive and negative consequences of the Columbian Exchange."
11. Provide students with a copy of [effects of the Columbian Exchange handout](#).
12. Divide the class into pairs using an established classroom routine and direct each pair to identify a Partner A and a Partner B.
13. Explain that Partner A will document the positive consequences of the Columbian Exchange on the T-chart and Partner B will document the negative consequences.
14. Read aloud the summary that appears on the screen before "[The Effects of the Columbian Exchange](#)" video.
15. Say: "As we watch the video, your job is to record either the positive or negative consequences of the Columbian Exchange on your T-chart."
16. Watch all three parts of "[The Effects of the Columbian Exchange](#)" video. Pause the video, if necessary, to allow students time to record their responses.
17. Direct students to work with their partner to share the information they gathered on their T-chart. Encourage pairs to include additional examples and evidence from [The Columbian Exchange](#) map, "[An Introduction to Alfred Crosby's The Columbian Exchange](#)," or Chapter 8 from *Before Columbus: The Americas of 1491* by Charles Mann.
18. Once each pair has sufficient evidence, engage the class in a [philosophical chairs debate](#) in answer to the question: "The Columbian Exchange was a positive event in world history. Do you agree or disagree?"
19. Direct students to use evidence from the various sources to support their opinion.
20. Conduct a discussion about the significance of the Columbian Exchange. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from sources and outside knowledge to support their answers. Possible questions:
 - a. Why did trade emerge in the Western Hemisphere after 1492?
 - b. How does trade encourage the exchange of ideas and cultural diffusion?
 - c. What is the relationship between the motivations for exploration and the Columbian Exchange?
21. Have students complete [The Age of Exploration in the Americas](#) sample assessment task set.

The Columbian Exchange



Effects of the Columbian Exchange

Directions: Use the table below to document information from the video and the class discussion.

Positive Consequences	Negative Consequences

Effects of the Columbian Exchange (Completed)

Directions: Use the table below to document information from the video and the class discussion.

Positive Consequences	Negative Consequences
<ul style="list-style-type: none"> ● Well-developed trade routes; interdependence ● Rise of merchants ● New markets for finished goods ● New source of raw materials ● New farming technologies brought to the Americas ● Horses and other livestock introduced to the Americas <ul style="list-style-type: none"> ○ Improved hunting of buffalo ○ Improved transportation for Native Americans ● Foods that fed the world were introduced to Europe <ul style="list-style-type: none"> ○ potatoes (food of the poor) ○ tomatoes ● European population grew 	<ul style="list-style-type: none"> ● Contagious diseases were exchanged along the trade routes, and the spread of diseases such as smallpox and measles killed most of the population of Native Americans ● Disruption of Native American civilizations ● Indigenous animals died out (e.g., buffalo were replaced by cattle) ● Reliance on potatoes led to the potato famine in Ireland when their potatoes became infected with a fungus (blight)

Unit Two Instruction

Topic Two: Early Interactions between Indigenous Groups and European Explorers (5.1.2-4, 5.2.2-3, 5.3.1-2, 5.4.2-3)

Connections to the unit content: Students apply their “value-free” definition of *civilizations* to explore the different perspectives about and consequences of early interactions between European explorers and indigenous groups to understand what happens when cultures collide. For example, many European explorers viewed their societies as more “advanced” and, thus, more civilized than the indigenous groups they encountered. Ensure students recognize the bias and assumptions in that perspective.

Suggested Timeline: 11 class periods

Use this sample task:

- [Clash of Cultures](#)
- Note: Prior to conducting this task with students, read the “[Three Worlds, Three Views: Culture and Environmental Change in the Colonial South](#)” by Timothy Silver from Appalachian State University to develop your background knowledge.

To explore these key questions:

- How did early interactions between European explorers and indigenous groups create rising tensions in the New World?
- What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?

That students answer through these assessments:

- Students complete a [pinwheel discussion chart](#). Collect this for a grade.
- Students participate in a pinwheel discussion. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.4, SL.5.6)
- Students write a response to the question: What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas? Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: Clash of Cultures

Unit Two: European Explorers, Topic Two: Early Interactions between Indigenous Groups and European Explorers

Description: Students contrast their view of the various indigenous groups from unit one with European view of those cultures. They read different perspectives about Montezuma and Cortes and infer what likely happened to the Incas given their understanding of the conquest of the Aztecs by Cortes. Students then read historical documents to evaluate different perspectives on the interactions between the European explorers and indigenous groups of the Americas. They represent the perspective of someone who was there in a class pinwheel discussion and then respond in writing to the following prompt: What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?

Suggested Timing: 11 class periods

Materials: Students' [map of the Americas, North America, 1762-1783](#), "[The Pilgrims: Native American Relationship to the Land](#)" from *American Experience* on PBS, "[Clash of Cultures: Two Worlds Collide](#)," [Moctezuma and Cortes](#), [excerpt from The Letter of Columbus to Luis de Santangel Announcing His Discovery \(1493\)](#), [Document 1: Jacques Cartier's Second Voyage to the St. Lawrence River and Interior of "Canada," 1535-1536](#), [Document 2: Native Americans Discover Europeans](#), [Document 3: Indian in Bodypaint by John White](#), [excerpts from "A Short Account of the Destruction of the Indies" by Bartolome de las Casas \(1542\)](#), pinwheel discussion chart ([blank](#) and [completed](#)), [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Provide students with a copy of [North America, 1762-1783](#), and ask students to compare the map to their [map of the Americas](#).
2. Conduct a discussion to compare the maps. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
 - a. What changes do you see in the countries that have claims in the New World?
 - b. What do you notice about the indigenous groups in the 1762-1783 map?
 - c. What do you think led to the changes in these maps?
 - d. What do the differences in these maps show?
 - e. Based on the map from 1762-1783, what problems do you predict might arise?
3. Direct students' attention to the map from 1754 and say: "Your task over for the rest of the school year is to figure out how we get here and understand why these changes occurred. In doing so, you will better understand how civilizations grow, change, advance, and sometimes fail or get taken over."
4. Say: "Let's review what we learned in unit one."
5. Ask students to recall that civilizations are defined by their characteristics even if they may not appear overly "advanced" according to our modern view.

6. Review how the various indigenous groups from unit one exemplified the [characteristics of civilizations](#). As part of the review, share the following quotation: "...But the Indians were changing the forest, too. Before, they had burned the undergrowth to create new growth for grazing deer and elk. Now they started replanting large stretches of woodland, turning them into orchards of fruit and nut trees... Within a few hundred years after adopting maize, the Indians of the easter forest had transformed their landscape. What was once a patchwork game park had become a mixture of farmlands and orchards. Enough forest was left to allow for hunting, but agriculture was on the rise. The Native Americans had created a new balance of nature" (page 97)⁵
7. Watch "[The Pilgrims: Native American Relationship to the Land](#)" from *American Experience* on PBS.
8. Ask students to compare the video's description of the indigenous people with the European's view of them.
9. Say: "When the Europeans journeyed to the New World, they thought they were coming to undeveloped and unclaimed land. For example, we learned in the first part of this unit that Columbus 'discovered' the Americas. What does *discover* imply? How does what is shared in this video and what we learned in unit one contradict that Columbus 'discovered' the Americas?"
10. Explain to students that the purpose of this task is to explore the different perspectives about and consequences of early interactions between European explorers and indigenous groups.
11. Have students read "[Clash of Cultures: Two Worlds Collide.](#)"
12. Conduct a discussion to check for understanding. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the text or outside knowledge to support their answers. Possible questions:
 - a. Who was Montezuma?
 - b. How did the warfare of the Spanish and Aztecs differ?
 - c. In what other ways did the Spanish weaken the Aztecs?
 - d. According to the article, how did the Aztecs' beliefs affect their outcome?
13. Provide students with a copy of the [Moctezuma and Cortés textbook passage](#).
14. Read aloud the first sentence: "A small group of conquistadors led by Hernán Cortés reaches Mexico in 1519."
15. Write *conquistadors* on the board.
16. Say the word again, emphasizing the first two syllables.
17. Ask: "What other words are similar to this word?"
18. Use student examples such as *conquer*, *conquest*, and *conqueror* to facilitate a discussion about the meaning of the word "conquistadors."
19. Conduct steps 1-9 of the [Moctezuma and Cortes](#) lesson from the Stanford History Education Group.⁶
20. Following the task, conduct a discussion for students to infer what likely happened to the Incas given their understanding of the conquest of the Aztecs by Cortes. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What similarities exist between the Aztec and Inca civilizations?

⁵ Mann, C. C. (2009). *Before Columbus: The Americas of 1491*. New York, NY: Atheneum Books for Young Readers.

⁶ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on "Download Lesson Plan" under the image at the top of the page.

- b. What were the motivations and methods of the Spanish explorers?
 - c. Given what you know about the Inca civilization and the motivations and strategies of the Spanish explorers, what do you think happened when those cultures collided?
21. Explain to student that they will continue to evaluate different perspectives on the interactions between the European explorers and indigenous groups of the Americas.
22. Say to students, “We will have a class pinwheel discussion in which you represent the perspective of someone who was there. To prepare for this discussion, you will read different historical documents to learn different opinions about these interactions.”
23. Divide the class into four groups and provide each group with a [pinwheel discussion chart](#) and one of the following documents.
- a. Perspective One (Columbus): [excerpt from The Letter of Columbus to Luis de Santangel Announcing His Discovery \(1493\)](#)
 - b. Perspective Two (Cartier): [Jacques Cartier’s Second Voyage to the St. Lawrence River and Interior of “Canada,” 1535-1536](#)
 - c. Perspective Three (Creek Chief and John White): [Native Americans Discover Europeans](#) and [Indian in Bodypaint by John White](#)
 - d. Perspective Four (de las Casas): [excerpts from “A Short Account of the Destruction of the Indies” by Bartolome de las Casas \(1542\)](#)
24. Direct students to read their document(s) as a group, noting the author’s description of the Native Americans and the European explorers. Possible questions to guide student analysis of their document(s):
- a. Perspective One (Columbus):
 - i. How does Columbus describe the Native Americans in paragraph 3?
 - ii. What word does Columbus use to describe the Native American use of weapons?
 - iii. What does Columbus say about the Native Americans and their possessions?
 - iv. What words show that Columbus might respect the Native Americans?
 - v. What words show that Columbus might not respect the Native Americans?
 - b. Perspective Two (Cartier):
 - i. How does Cartier describe the beliefs of the Native Americans in paragraph 1?
 - ii. According to Cartier, what methods do the explorers use to convert (define if necessary) the natives to Christianity?
 - iii. What words show that Cartier might respect the Native Americans?
 - iv. What words show that Cartier might not respect the Native Americans?
 - c. Perspective Three (Creek Chief and John White):
 - i. What does the Chief mean by, “The things that seldom happen bring astonishment”?
 - ii. How does that statement explain the Native Americans’ reaction to the explorers?
 - iii. How does the Chief describe the nature of his people?
 - iv. What characteristics of tribal life does John White illustrate in his watercolor?
 - v. Is his illustration realistic? What does this indicate about his opinion of Native Americans?
 - d. Perspective Four (de las Casas):

- i. How does Bartolome de las Casas describe the Native Americans in paragraphs 2 and 3?
 - ii. According to Bartolome de las Casas, how do the Native Americans feel about material goods and power?
 - iii. To what does Bartolome de las Casas compare the Native Americans? What does this suggest about his point of view?
 - iv. To what does Bartolome de las Casas compare the Spaniards? What does this suggest about his point of view?
25. After groups have finished reading, ask them to determine their author's point of view and record evidence on the appropriate row of their [pinwheel discussion chart](#).
26. Arrange the room for the pinwheel discussion by creating an inner and outer circle. Students participating in the first round of discussion sit in the inner circle with their group members in the outer circle behind them ready to rotate into the discussion. Choose a student from each group to take part in the first discussion round and instruct them to move to the center. At a certain point, instruct students to pinwheel out of the discussion to be replaced by another member of their group. Two options would be to pinwheel when each participant contributes something of merit and in character a certain number of times or you can call for the switch and all groups would pinwheel at the same time.
27. Open each round of the pinwheel discussion with a question to the group, reminding them to answer from the perspective they studied. Possible questions:
 - a. Why did the Native Americans react the way they did to the European explorers?
 - b. Why did the European explorers react the way they did to the Native Americans?
 - c. What made the Native American way of life different from that of the Europeans?
 - d. Were the Native Americans less civilized?
28. Conclude the discussion by asking students how the different perspectives of the Native Americans and Europeans affected their interactions.
29. Instruct students to respond in writing to the following prompt: What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas? Use evidence from the task and your knowledge of social studies to develop and support your explanation.

Clash of Cultures: Two Worlds Collide⁷

Montezuma was the unluckiest of kings. History chose him to oversee the ruin of the last great Central American empire. Other Aztec rulers had encountered setbacks in their conquests. For Montezuma it was different. He confronted an alien empire from across the sea. In its leader, the Spaniard Hernan Cortez, he faced an opponent as intelligent and skillful as himself. In the end, Cortez proved the more determined of the two.

After Columbus' historic voyage in 1492, expeditions, especially from Imperial Spain, swarmed into Aztec territory. They came in search of gold and souls — gold to enrich the pockets of the Spanish king (and their own), and souls to rescue for Christianity. Within a generation, America's ancient civilizations were crushed. Both the Aztec and Inca Empires collapsed after campaigns lasting just a couple of years. How did they fall so fast? Historians suggest many causes.

Cannons vs. Clubs

The Spanish army was the most ruthless fighting force on earth. It had not suffered a single defeat for 150 years. The Spaniards possessed cannon and *arquebus* (primitive muskets) which terrified the American tribes. Horses, which the Aztecs had never encountered, gave the Spaniards greater mobility. Above all there was the Spanish sword. It could kill with a single lightning thrust. Against all this, the Aztec's primary weapons were wooden clubs studded with volcanic glass.

Wars were religious rituals to the Aztecs. A prime objective was the capture of prisoners for sacrifice. During the siege of Tenochtitlan, conquistadors watched from a distance. They were horrified as Aztecs dragged captives up the steps of the Great Temple and ripped out their hearts. The Spanish viewed the Aztecs as savages.

Aztec warriors had several opportunities to kill Cortez. Each time they tried to capture him alive — and each time he escaped. Spaniards killed Aztec leaders whenever they could. They stood out in their brightly feathered costumes and often led the warrior ranks. With their deaths, ordinary soldiers became discouraged and ran away.

Dissent and Disease

The Aztec Empire was a loose group of allies and territories. Many did not like Aztec rule, their dreaded tax collectors, and the massive tributes they paid. In the Spanish, they saw their saviors. Cortez used this unrest with great skill. In his final assault on Tenochtitlan, his band of 900 Spanish soldiers was joined by perhaps 150,000 natives.

The Europeans brought with them diseases such as measles and smallpox against which the American tribes had no natural immunity. They spread like wildfire, killing rulers of both the Aztecs and Incas, along with millions of other people.



Atahualpa was the last Inca king. He was captured by Francisco Pizarro, who received tons of gold and silver for Atahualpa's safe release. After converting to Christianity in order to prevent being

⁷ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/civ/11e.asp>.

Hernando Cortés and conquistadors like him looted the land of the Aztecs. Cortés brought home gold, silver, and jewels from the New World which inspired settlement in the Americas. Finally, the personalities of Montezuma and Hernan Cortez must be considered. Both were gifted generals and crafty politicians. But while Cortez was a hardheaded realist, Montezuma believed in magic and superstition.

Self-Fulfilling Prophecy

Long before Cortez landed at Vera Cruz on Good Friday, 1519, signs of doom appeared. A comet "bright as to turn night into day" lit the sky. Soothsayers and astrologers insisted they did not see it. For this unhelpful approach, Montezuma cast them into cages where they starved to death. Then, an important temple burned. Lastly, hunters brought Montezuma a bird with a mirror strapped to its head. In it he saw large numbers of people "advance as for war; they appeared to be half men half deer."

How much of this is fact? How much is myth? By the time spies brought tales of mountains floating upon the sea (Spanish ships), and men with "flesh very white...a long beard and hair to their ears," Montezuma's nerves were shattered. Was this the legendary feathered serpent god, Quetzalcoatl, who having vanished into the eastern ocean, now returned?



Hernando Cortés and conquistadors like him looted the land of the Aztecs. Cortés brought home gold, silver, and jewels from the New World which inspired settlement in the Americas.

Montezuma half-convinced himself Cortez was a god.

He sent Cortez the feathery costume of Quetzalcoatl with other gifts, including "twenty ducks made of gold, very natural looking." Cortez took the bold move of marching on Tenochtitlan. With a force of 500 Spanish soldiers and whatever warriors he recruited along the way, he faced Montezuma on the city's southern causeway on November 8, 1519. Montezuma invited him in.

The Ancient Civilizations Crumble

Was this a political mistake or a crafty move? Once inside the city, Cortez found himself alone, at the mercy of the Aztec Empire. He quickly fixed matters. In another bold move, he kidnapped Montezuma. With 30 soldiers, he entered the royal palace and gave the Emperor a choice — come with us, or die. Montezuma submitted. Months later, while trying to calm a rebellion against the intruders, Montezuma was killed in a firestorm of rocks and javelins. Cortez and his crew barely escaped with their lives.

Nine months later he returned with a huge army of Spaniards and native recruits. First they set siege to Tenochtitlan, denying it food and fresh water. On August 13, 1521, Tenochtitlan fell. A decade later, the Incas, plagued by civil war and destroyed by smallpox, faced Francisco Pizarro. They suffered a similar fate.

These great civilizations live on — in their legends, their art and architecture, lovingly reclaimed by archaeologists and historians. Their foods transformed Europe — tomatoes, corn, and potatoes became staple foods of much of the Old World's growing population. A new Atlantic World that incorporated elements of European, African, and American cultures was taking shape.

Excerpt from “The Letter of Columbus to Luis de Santangel Announcing His Discovery”
Christopher Columbus (1493)

Sir;

...I write this to tell you how in thirty-three days I sailed to the Indies with the fleet that the illustrious King and Queen, our Sovereigns, gave me, where I discovered a great many islands, inhabited by numberless people; and of all I have taken possession for their Highnesses by proclamation and display of the Royal Standard...

[Hispaniola is] full of trees of endless varieties, so high that they seem to touch the sky, and I have been told that they never lose their foliage. I saw them as green and lovely as trees are in Spain in the month of May. Some of them were covered with blossoms, some with fruit...There were palm trees of six or eight varieties...There are wonderful pine woods, and very extensive ranges of meadow land. There is honey, and there are many kinds of birds, and a great variety of fruits...Hispaniola is a marvel.

...[The Indians] are well-made men of commanding stature, they appear extraordinarily timid. The only arms they have are sticks of cane, cut when in seed, with a sharpened stick at the end, and they are afraid to use these. Often I have sent two or three men ashore to some town to converse with them, and the natives came out in great numbers, and as soon as they saw our men arrive, fled without a moment’s delay although I protected them from all injury.

...they are so unsuspecting and so generous with what they possess, that no one who had not seen it would believe it.

...in the first isle I discovered, I took by force some of the natives, that from them we might gain some information of what there was in these parts; and so it was that we immediately understood each other, either by words or signs.

They... still believe that I come from heaven...wherever I went...[they ran] from house to house, and to the towns around, crying out, “Come! come! and see the men from heaven!”

As for monsters, I have found no trace of them except at the point in the second isle as one enters the Indies, which is inhabited by a people considered in all the isles as most ferocious, who eat human flesh. They possess many canoes, with which they overrun all the isles of India, stealing and seizing all they can.

--Christopher Columbus

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**Excerpt from “A Short Account of the Destruction of the Indies”
Bartolome de las Casas (1542)**

The Americas were discovered in 1492, and the first Christian settlements established by the Spanish the following year...They first settled the large and fertile island of Hispaniola, which...is surrounded by a great many other large islands, all of them, as I saw for myself, with as high a native population as anywhere on earth. Of the coast of the mainland...was swarming with people and it would seem, if we are to judge by those areas so far explored, that the Almighty selected this part of the world as home to the greater part of the human race.

God made all the peoples of this area... as open and as innocent as can be imagined. The simplest people in the world - unassuming, long-suffering, unassertive, and submissive - they are without malice or guile, and are utterly faithful and obedient both to their own native lords and to the Spaniards in whose service they now find themselves. Never quarrelsome..., they...[had] no grudges and do not seek to settle old scores... revenge...and hatred are quite foreign to them. They are also among the poorest people on the face of the earth; they own next to nothing and have no urge to acquire material possessions. As a result they are neither ambitious nor greedy, and are totally uninterested in worldly power.

...They are innocent and pure in mind and have a lively intelligence, all of which makes them particularly receptive to learning and understanding the truths of our Catholic faith and to being instructed in virtue; indeed, God has invested them with fewer impediments in this regard than any other people on earth...;

It was upon these gentle lambs... that from the very first day they clapped eyes on them the Spanish fell like ravaging wolves upon the fold, or like tigers and savage lions who have not eaten meat for days... When the Spanish first journeyed there, the indigenous population of the island of Hispaniola stood at some three million; today only two hundred survive.

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Source: The text is available on Project Gutenberg: <http://www.gutenberg.org/cache/epub/20321/pg20321.html>.

Pinwheel Discussion Chart

Author	Description of Native Americans	Description of European Explorers	Point of View
Columbus			
Cartier			
Creek Chief and John White			
Bartolomé de las Casas			

Pinwheel Discussion Chart (Completed)

Author	Description of Native Americans	Description of European Explorers	Point of View
Columbus	<ul style="list-style-type: none"> ● shy and scared ● “As soon as they saw our men arrive, fled without a moment’s delay” ● poor weapons ● “Generous with what they possess” 	<ul style="list-style-type: none"> ● “protected them from injury” ● “took by force some of the natives” 	<ul style="list-style-type: none"> ● Columbus feels like he owns the Native Americans. ● He says he has taken possession of land that belonged to the Native Americans. ● “I took by force some of the Natives.”
Cartier	<ul style="list-style-type: none"> ● believes in nature god ● “no belief in God that amounts to anything” ● turned away from their traditional beliefs ● begged to be baptized 	<ul style="list-style-type: none"> ● “showed them their error and informed them that their Cudouagny was a wicked spirit” ● “Also that one must receive baptism or perish in hell.” 	<ul style="list-style-type: none"> ● Cartier feels that the Native Americans believed in false gods and that they are trusting and easily swayed.
Creek Chief and John White	<ul style="list-style-type: none"> ● in “awe” of the Europeans because they had never seen anyone like that ● not afraid, just “not our nature to resist” ● were giving because “receive you with the sobriety due to so kingly and famous a lord” ● painting shows Native American as human 	<ul style="list-style-type: none"> ● new and different; invaders ● “astride the fierce brutes, your horses, entering with such speed and fury into my country” 	<ul style="list-style-type: none"> ● The Creek Chief believes the natives reacted the way they did because they had never seen men like this before and that welcoming others is their custom. ● John White sees the Native Americans as fellow humans with their own customs.
Bartolomé de las Casas	<ul style="list-style-type: none"> ● large population “swarming with people” ● simple and kind “they are without malice,” “Never quarrelsome” ● did not want material things or power “neither ambitious nor greedy, and are totally uninterested in worldly power” 	<ul style="list-style-type: none"> ● slaughtered the natives “the Spanish fell like ravening wolves” ● destroyed their population “the indigenous population...stood at some three million; today only two hundred survive.” 	<ul style="list-style-type: none"> ● de las Casas believes that the Spanish were brutal in their treatment of the kind, obedient, simple natives and they killed off a whole population of people.

Unit Two Assessment

Description: Students write a one-page essay in response to the following question: How did the European explorers' morality and desire for wealth and power affect how they interacted with indigenous groups?

Suggested Timeline: 5 days

Student Directions: Using your understanding of civilizations and the sources from this unit, write an essay which explains how the European explorers' morality and desire for wealth and power affected how they interacted with indigenous groups. Use evidence gathered throughout the units and your knowledge of social studies to develop and support your explanation.

Teacher Notes: In completing this task, students meet the expectations for GLEs 5.1.4, 5.2.2, and 5.2.3. They also meet the expectations for [ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Three Overview

Description: Students explore the establishment of colonies in the present-day United States during the early 17th century. They consider how colonization is a part of establishing a civilization.

Suggested Timeline: 6 weeks

Grade 5 Content	
Settlement of the Present-Day United States	How are civilizations established?

Topics (GLEs):

1. [Colonies of the Early 17th Century](#) (5.1.1-4, 5.2.4, 5.3.1-4, 5.4.1-3, 5.5.1-2, 5.8.1, 5.9.1)

Unit Assessment: Students create their own civilizations using the characteristics studied in units one, two, and three.

Unit Three: Settlement of the Present Day United States	Topic One: Colonies of the Early 17th Century
Key Connections: <ul style="list-style-type: none"> • Geography and climate influenced the success or failure of a settlement • Colonization led to the development of new economies and types of government • Colonies were established for economic and religious reasons 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> • Explore passenger lists for ships traveling from Europe to America, and use the information gained from these primary documents to draw conclusions about who settled in different parts of the Americas and why (Spanish in South America, British and French in East Coast North America) • Read and analyze excerpts of colonial charters and compacts (Mayflower Compact, charters to establish the 13 colonies, Magna Carta) to answer questions about the government and religious influences of the Pilgrims • Read the Native American treaties (such as the Treaty with Massasoit), and explain their purpose and outcomes. • Analyze artifacts (journals, letters, physical remnants) from early American settlements and colonies to determine what they reveal about the challenges and achievements of those colonies
5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa	<ul style="list-style-type: none"> • Explain how goods traded through Columbian Exchange led to the diversifying of the world’s foods • Explain why the fur trade motivated trappers/traders to move to new world (economic opportunities) • Evaluate the impact of missionaries from Europe on Native American culture
5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans	<ul style="list-style-type: none"> • Discuss theories for what happened to the Lost Colony of Roanoke, and what assimilation with Native American communities means • Explain the cooperation and conflict between Native Americans and colonists in the N. American fur trade and why cooperation was essential for the fur trade to prosper • Discuss the Plymouth Colonies interactions with Native Americans, and why cooperation was important (Wampanoag people, Squanto, treaty with Massasoit)

<p>5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements</p>	<ul style="list-style-type: none"> • Describe the goals of Spanish, French, English, and Dutch colonization in the Americas (religious goals, glory for the crown, the search for natural resources to gain a profit from). • Describe the characteristics of civilization (organized government, division of labor/job specialization, social classes/structures) for North American colonies • Explain what factors lead to successful colonies, including cooperation with Native Americans, geography, agriculture, and economy • Compare and contrast the experiences of the colonists in the Jamestown and Roanoke colonies, including interactions with Native Americans, geography, agriculture, government, and economy • Explain what the Pilgrims and Wampanoag each gain from the treaty with Massasoit, and how the treaty supports a permanent colony at Plymouth
<p>5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities</p>	<ul style="list-style-type: none"> • Compare and Contrast the reasons the Pilgrims and Puritans settled in North America. • Describe the religious rights granted in the colonies that were not granted in Europe • Explain the motivation for establishing religious freedoms in the colonies, and the effects that religious freedom had on the colonies. • Compare and contrast religious freedom and religious tolerance granted in various settlements • Make a connection between early religious freedom in the colonies and the constitutional right of religious freedom in the United States
<p>5.4.3 Analyze maps from the Age of Exploration to 1763</p>	<ul style="list-style-type: none"> • Compare and contrast maps of European colonization and empire from 1492 through 1763, noting changes in land claims as time progresses • Locate fur trading posts on a map and describe their importance
<p>5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America</p>	<ul style="list-style-type: none"> • Explain why the British, Spanish, French, English, and Dutch colonized where they did in the Americas • Explain the roles that trade and geography played in determining the location and economic development of European colonies • Describe the role geography played in the development of colonies in North America (Jamestown and cash-crop farming, French control of the Mississippi river, the fur trade in Canada and U.S. colonies, abundance of natural resources such as timber and iron ore) • Explain how location and environment contributed to the success of the Plymouth and Massachusetts Bay colonies
<p>5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment</p>	<ul style="list-style-type: none"> • Explain the impact of the fur trade on ecosystems and animal populations in the Northeast

<p>5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity</p>	<ul style="list-style-type: none"> • Explain why having a permanent colony in the Americas is beneficial to European countries using the terms supply, demand, and scarcity • Explain economic motivations for colonists to leave Europe and settle in the Americas • Explain why the price of fur pelts went up over time, and why prices motivated French colonists to come to N. America
<p>5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period</p>	<ul style="list-style-type: none"> • Explain how trade contributed to the success of colonies
<p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p>	<ul style="list-style-type: none"> • Create a timeline of European colonies established in North America (Jamestown, Roanoke, failed Spanish colonies in FL/GA/SC, Spain’s St. Augustine Colony, French colonies in the Northeast/Canada, New Netherland, Plymouth, Massachusetts Bay) and the establishment of French fur trading posts
<p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p>	<ul style="list-style-type: none"> • Compare and contrast views of Native Americans and European colonizers during the colonization period of the United States • Compare and contrast methods of European colonization
<p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<p><i>Options for addressing GLE 5.1.4 in Unit 3:</i></p> <ul style="list-style-type: none"> • Conduct historical research on European colonies • Analyze artifacts from the American colonial period • Compare and contrast European and Native American points of view on colonization; defend the view of the Native Americans or Europeans • Publish a written product making a claim on how civilizations are established
<p>5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492</p>	<ul style="list-style-type: none"> • Describe how colonies in the Americas benefited their mother countries

<p>5.4.1 Differentiate between various types of maps using characteristics, functions, and applications</p>	<ul style="list-style-type: none"> • Discuss the use of historical maps, charts, and graphs to obtain information.
<p>5.4.2 Analyze a map using a variety of tools</p>	<ul style="list-style-type: none"> • Analyze a physical map of the U.S. and a map of European colonization to determine why colonies developed in certain locations • Locate European colonies in North America (Jamestown, Roanoke, failed Spanish colonies in FL/GA/SC, Spain’s St. Augustine Colony, French colonies in the Northeast/Canada) on a map • Locate the Plymouth colony and the Massachusetts Bay Colony on a map • Analyze potential regions of conflict using settlement patterns of Europeans and indigenous cultures
<p>5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States</p>	<ul style="list-style-type: none"> • Explain the type of government outlined in the Mayflower Compact, and how it influenced the development of democracy in the United States.

Unit Three Instruction

Topic One: Colonies of the Early 17th Century (5.1.1-4, 5.2.4, 5.3.1-4, 5.5.1-2, 5.4.1-3, 5.8.1, 5.9.1)

Connections to the unit content: Students examine and research the first colonies in the New World to understand why colonists chose to emigrate and what colonists needed to have and do to successfully establish a permanent settlement/civilization. For example, they examine the geography of North America and draw on their knowledge of the regions of the United States to understand how geography contributed to the success of the colonies. Students also make connections between the available supply of resources in the New World and the scarcity and demand of those resources in Europe to understand how trade contributed to the success of early colonies in North America.

Suggested Timeline: 30 class periods

Use these sample tasks:

- [Settlement Patterns](#)
- [The Jamestown Colony](#)
- [Economic Motivations for Colonization](#)
- [Religious Motivations for Colonization](#)
- Note: Prior to conducting these tasks with students, build your background knowledge. Possible sources:
 - [“Colonization and Settlement”](#) by John Demos from Gilder Lehrman
 - [“Jamestown”](#) from Shmoop
 - [“A Brief History of the Beaver Trade”](#) by Kelly Feinstein from UC Santa Cruz

To explore these key questions:

- Why did colonists settle where they did?
- What made the Jamestown Colony successful when so many other colonies failed?
- Why did colonists immigrate to the New World and what challenges did they face when they got there?
- How did interactions with Native Americans impact colonial life?
- Why was it critical for Native Americans and colonists to get along?

That students answer through these assessments:

- Students continue adding to their [map of the Americas](#) and timeline to understand the settlement patterns of colonists in the New World and the events which led to the establishment of Jamestown, fur trading posts, Plymouth, and Massachusetts Bay. Check these for accuracy.
- Students participate in various discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the each discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students answer questions about the lost colony of Roanoke either orally or in writing. If completed in writing, collect for a grade.

- Students independently research the Jamestown colony to make a case for why it was a successful colony. Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. ([ELA/Literacy Standards](#): W.5.7, W.5.8)
- Students complete [the treaty with Massasoit handout](#). Collect this for a grade.
- Students write a letter in response from John Winthrop to William Bradford. Collect this for a grade.
- Students complete the [Early Colonization of North America](#) assessment.
- Students write an extended response answer, which requires them to synthesize the information they've gathered about the colonies and colonists of the early 17th century. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: Settlement Patterns

Unit Three: Settlement of the Present-Day United States, Topic One: Colonies of the Early 17th Century

Description: Students compare various maps to determine how geography affected where colonists settled.

Suggested Timeline: 2 class periods

Materials: [Development of North America, 1492–1564](#), [European Colonization in North America, 1500–1700](#), [Claims of European Empires in North America, 1754](#), [North America, 1762-1783](#), [conversation stems](#), [vocabulary.com’s definition of colonization](#), students’ [map of the Americas](#), [Physical Map of North America](#), “[Colonists: Spanish Colonies](#),” [Colonists: British Colonies](#),” “[Colonists: Dutch Colonies](#),” “[Colonists: French Colonies](#),” [discussion tracker](#)

Instructional Process:

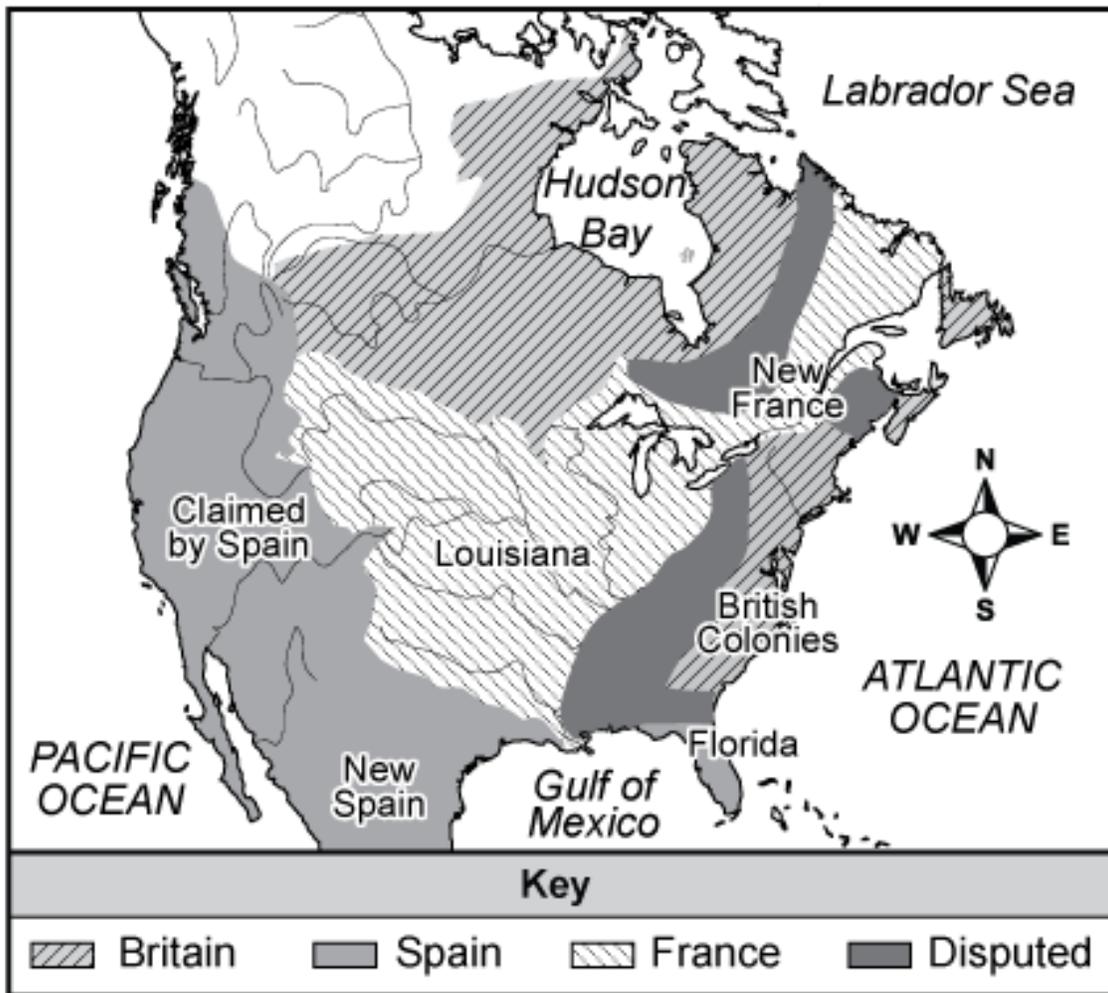
1. Display or provide students with individual copies of the following maps:
 - a. [Development of North America, 1492–1564](#)
 - b. [European Colonization in North America, 1500–1700](#)
 - c. [Claims of European Empires in North America, 1754](#)
 - d. [North America, 1762-1783](#)
2. As a class, make observations about each map. Use an approach similar to the [Library of Congress’ Analyzing Maps Teacher’s Guide](#). Pay careful attention to the dates for each map.
3. Then ask students to write a brief description of each map: What does each map depict?
4. As a class, conduct a discussion to compare the maps. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
 - a. What do the maps show?
 - b. Which country claimed the most land in 1564? What have we learned that supports this?
 - c. Which map is most current?
 - d. What changed from 1564 until 1763?
 - e. What do you think led to the changes in these maps? What have we learned that supports these changes?
 - f. What do the differences in these maps show?
5. Say: “Remember your task is to understand how and why we got to the boundaries of North America in 1763.”
6. Write the word *colony* on the board and read or project the following definitions:⁸
 - a. A group of people who leave their native country to form a new land settlement that is under the rule or control of the native country.
 - b. A group of people or territory separated in physical location from but still under the control of a ruling authority.

⁸ From <http://www.dictionary.com/browse/colony?s=t>

7. Read aloud the [first two paragraphs](#) of the meaning of *colony*.
8. Ask students: “What do these definitions have in common?”
9. Take notes for the class or annotate the definitions as students share their answers.
10. Direct students to explain the meaning of *colony* in their own words orally or in writing and provide a visual.
11. Remind students that they learned about the British colonies when studying the American Revolution in grade 4.
12. Then ask a series of questions to identify words from the same word family (e.g., *colonies*, *colonist/colonists*, *colonize*, *colonized*, *colonization*). As the word is spoken, write it on the board for students to include with their definition and visual.
 - a. Say: “A colony is a noun. It is a thing. The plural form of *colony* is *colonies*. What word would I use to name a member of a colony?”
 - b. Ask: “What word would I use if I wanted to describe the action of forming a colony? What is the past tense form of that verb?”
 - c. Ask: “What is the word for the process of forming colonies?”
13. Read aloud the [first two paragraphs](#) of the meaning of *colonization*.
14. Ask students to review with a partner the learning they’ve gained from units one and two. Possible questions for review:
 - a. What are [characteristics of civilizations](#)?
 - b. What civilizations existed in the Americas prior to European exploration?
 - c. What countries explored the Americas? What was their purpose?
 - d. What happened when explorers from those countries explored the Americas?
15. During the review, ask students to review their timelines started in unit one to ensure they understand the order of events until the 1600s.
16. Say: “Now that we’ve discussed the events leading up to colonization of the Americas, let’s consider *where* colonists settled. Imagine you’re living in Europe and traveling to the ‘New World’ to create a new civilization/permanent settlement. What might you look for in determining where to colonize?”
17. Direct students to review the following maps to determine what likely impacted settlement of the European colonists (e.g., “What physical features of North America might impact settlement of the European colonists? How so?” or “Why did the British colonists settle on the eastern coast of North America rather than the in present-day Louisiana?”)
 - a. Students’ [map of the Americas](#)
 - b. [Physical Map of North America](#)
 - c. [European Colonization in North America, 1500–1700](#)
18. Project and read aloud each section of *Colonists*, beginning with “[Colonists: Spanish Colonies](#)” to determine the various places the colonists settled.
19. Conduct a discussion about the settlement patterns of European colonists. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why did the (Spanish, French, English, Dutch, etc.) settle (location of settlement)?

- b. Based on what you know about the five regions of the present-day United States and the established trade routes with Europe and West Africa, what were the likely benefits and drawbacks of settling there?
- c. Based on what you know about the [characteristics of civilizations](#), what role does geography (including climate) play in establishing a successful civilization?

Claims of European Empires in North America, 1754



From the Louisiana Department of Education "[The Columbian Exchange](#)" Sample Item Set

Grade 5 Instructional Task: The Jamestown Colony

Unit Three: Settlement of the Present-Day United States, Topic One: Colonies of the Early 17th Century

Description: Students learn about failed colonies in North America, focusing on Roanoke. They conduct a close read of an article about Roanoke. Then they research the characteristics of civilization as they relate to the Jamestown Colony to make a case for why Jamestown was successful. Students present their research findings in a whole-class discussion.

Suggested Timeline: 10 class periods

Materials: “[10 European Colonies in America that Failed Before Jamestown](#)” from the National Constitution Center, students’ [map of the Americas](#), students’ timelines, “[Archaeologists Find New Clues to ‘Lost Colony’ Mystery](#)” by Sarah Pruitt from HISTORY.com, Characteristics of Civilizations: Jamestown handout ([blank](#) and [completed](#)), [resources for research](#), [method for taking notes](#), [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Say: “Now that we’ve discussed where colonists settled, let’s investigate a few of the first failed colonies and consider what contributed to their failure.”
2. Read aloud paragraphs 6-17 of the blog entry “[10 European Colonies in America that Failed Before Jamestown](#)” from the National Constitution Center.
3. Reread aloud paragraphs 6-17 and direct students to add to their [map of the Americas](#) and their timelines begun in unit one.
4. Support students in recalling the knowledge they built in units one and two. Say: “In addition to choosing a good location, based on your knowledge of the [characteristics of civilizations](#) and indigenous cultures in the Americas at the time, what else must the European colonists consider or work on to ensure their colonies turn into permanent settlements and successful civilizations?”
5. Zoom in on the Lost Colony of Roanoke. Ask students to recall what they know about Sir Francis Drake as an explorer, locate Roanoke on their [map of the Americas](#), and make initial predictions about what they think happened to the settlement.
6. Project and read aloud “[Archaeologists Find New Clues to ‘Lost Colony’ Mystery](#)” by Sarah Pruitt from HISTORY.com.
7. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the article to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
 - a. Summarize the facts we knew about the disappearance of Roanoke prior to this article being written.
 - b. Based on those facts, what were the initial theories or *speculations* for the disappearance of the colony at Roanoke?
 - c. Why have historians failed to find *definitive* answers about what happened at Roanoke?
 - d. According to the article, “Now, two independent teams have found archaeological remains suggesting that at least some of the Roanoke colonists might have survived and split into two groups, each of which

- assimilated itself into a different Native American community.”⁹ Explain in your own words what this means.
- e. What have archaeologists discovered and what do those discoveries suggest?
8. List the known facts and describe/provide images of the discovered artifacts that historians attribute to the colonists from Roanoke.
 - a. Known facts: Roanoke’s governor was John White, Roanoke had a growing population (Virginia Dare born in the colony), all was gone when colonists returned except for “Croatoan” carved on a wooden post and “CRO” carved into a tree trunk.
 - b. Items since discovered at two different sites: 16th century ring, slate writing tablet, hilt of an iron rapier or light sword, lead pencil, iron bar, copper block, items possibly used for trade, map of Roanoke Island, pottery shards/Border Ware, food storage jar, gun flintlocks, metal hook for stretching animal hides, aglet
 9. As a class, discuss what the facts and discovered artifacts reveal about the [characteristics of civilizations](#) exemplified by Roanoke.
 10. Conclude the discussion by speculating why they may have assimilated into Native American tribes as the article suggests. Possible questions:
 - a. Given your understanding of the characteristics of civilization, why might the Roanoke colonists have assimilated into Native American tribes?
 - b. What are some [characteristics of civilizations](#) the Roanoke colonists potentially did not develop as a colony?
 - c. How could that have impacted their success as a permanent settlement/civilization?
 11. Say: “Your next task is to study the first English permanent settlement in the New World, Jamestown. Using both your knowledge of the [characteristics of civilizations](#), including the role geography plays in the success of a civilization, and your knowledge of the perspectives of early interactions among the European explorers and Native Americans, investigate what made Jamestown the first British permanent settlement in the New World. Make a case for what made Jamestown successful as a civilization.”
 12. Explain to students how they should conduct their research (e.g., What is the process for research? What are their due dates? What are their deliverables? How will you grade their research?) and provide them with needed materials (e.g., digital access, [resources for research](#), possible questions to ask about Jamestown, method for taking notes, etc.).
 13. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.
 14. Direct students to conduct their research. Be sure they add to their [map of the Americas](#) and their timelines.
 15. Once students have completed their research, conduct a discussion. Encourage students to use the [conversation stems](#) during the discussion and use their [research findings](#) to support their answers. Possible questions:
 - a. In what ways was Jamestown successful from the beginning? In what ways were they not successful?

⁹ Pruitt, S. (2015, August 10). Archaeologists Find New Clues to "Lost Colony" Mystery. Retrieved January 14, 2017, from <http://www.history.com/news/archaeologists-find-new-clues-to-lost-colony-mystery>

- b. What led to the eventual success of Jamestown? Why?
- c. Consider the relationship between the Powhatan Native Americans and the Jamestown colonists. What role did this relationship play in the challenges and successes of Jamestown?
- d. Why was tobacco farming successful in Jamestown?
- e. A “cash crop” is a crop grown to sell rather than be used by the grower. What does growing tobacco as a “cash crop” reveal about Jamestown?
- f. What resources did Jamestown need to grow enough tobacco to supply the demand for it in Europe? How did they get access to those resources? What role did trade (i.e., the Columbian Exchange) play?
- g. How was what happened at Roanoke similar to and different from what happened at Jamestown?
- h. What [characteristics of civilizations](#) are important for establishing a permanent settlement?

Characteristics of Civilizations: Jamestown

Characteristic	Examples from Jamestown
Centralized government/ state systems	
Organized religion	
Economy and job specialization	
System of tribute	
Surplus food	
Planned infrastructure	
Trade	
Accumulated learning	
Arts	

Characteristics of Civilizations: Jamestown (Completed)

Characteristic	Examples from Jamestown
Centralized government/ state systems	First representative government Created the House of Burgesses
Organized religion	Christianity/Church of England
Economy and job specialization	Tobacco is a “cash crop,” which means they are growing it to sell, not use themselves. Colonists even relied on tobacco as their money. They didn’t have to worry about scarcity of tobacco. Tobacco made colonists wealthy. The demand for tobacco led to an increased need for labor. Increased wealth led to increased population.
System of tribute	John Smith established a rule in Jamestown that if you didn’t work, you didn’t eat. The colonists had to work together to make sure that the needs of all the colonists were met including food, shelter, and protection.
Surplus food	During the early settlement period of Jamestown, the colonists experienced shortages of food. They learned to grow food for themselves. They were also able to begin growing tobacco as a cash crop which made the colony very wealthy.
Planned infrastructure	Jamestown included a triangular fort that surrounded a warehouse, church, and homes for colonists. The fort was intended to protect the colony from invasion by the nearby Native Americans.
Trade	John Rolfe imported tobacco seeds from the West Indies to grow tobacco in the colony. Once that was successful as a “cash crop,” they began exporting tobacco to Europe because there was a high demand. They also imported slave labor from West Africa to grow tobacco to meet the European demand for tobacco. Indentured servants from Europe also came to the colony to work the tobacco fields.
Accumulated learning	Because of the newness of the colony, there were few children in the early days of Jamestown. For those children who came to the colony, there were no established schools. Education would have been the responsibility of the parents. The basics of education typically revolved around religion such as learning how to read the Bible.
Arts	Although the arts were not a priority in the early period of settlement in Jamestown, the colonists brought with them many aspects of English culture such as their architecture and apparel.

Resources for Research: Jamestown

- Kid-Friendly Search Engine: <http://www.kiddle.co/>
- [“Virginia Legends: Jamestown - First Successful English Settlement”](#)
- [“Jamestown Settlement and the ‘Starving Time’”](#)
- [“Life at Jamestown”](#)
- [Jamestown Rediscovery](#)
- [“The First Successful English Colony of Jamestown”](#)
- [“A Short History of Jamestown”](#)
- [“The Growth of the Tobacco Trade”](#)
- [“America’s First Cash Crop: Tobacco”](#)
- [“Tobacco and the Economy”](#)
- [“Timeline of Events Related to Pocahontas & John Smith”](#)
- [“Indentured Servants in Colonial Virginia”](#)
- [Estimated Population of the British North American Colonies from 1620 to 1760](#)
- [“Jamestown: Facts and History”](#) (advanced)
- [Virtual Jamestown](#) (advanced)

Grade 5 Instructional Task: Economic Motivations for Colonization

Unit Three: Settlement of the Present-Day United States, Topic One: Colonies of the Early 17th Century

Description: Students explore the various economic reasons colonists emigrated from Europe and settled in North America, including to engage in farming in Virginia and the fur trade. Students complete a task from the Stanford History Education Group and examine various sources. Students also build their understanding of the role that cooperation and conflict with Native Americans and forced labor played in the success of colonists seeking wealth in the New World.

Suggested Timeline: 6 class periods

Materials: [“Colonists: Introduction”](#) from the Annenberg Foundation, [Examining Passenger Lists](#), [“Indentured Servants in the U.S.”](#), [European Colonization in North America, 1500-1700](#), [New France, 1750](#), [“The Fur Trade”](#) from HISTORY.com, [image of different hats made from beaver fur](#), [chart of price per beaver pelts](#) (page 13), [“Fur Traders”](#) from Indians.org, students’ [map of the Americas](#), students’ [timeline](#), [“Opening of the French Fur Trade”](#) from Digital History, [“Excerpts from “Your People Live Only Upon Cod”: An Algonquian Response to European Claims of Cultural Superiority,”](#) [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Say: “Most European nations set their sights on the New World to gain wealth and power by claiming new territories. Explorers and colonists initially traveled to the New World in search of gold and silver. When that didn’t work out, groups such as the Virginia Company of London financed colonies as economic ventures to make money in the New World through farming. English colonists in Jamestown discovered a different kind of wealth through the growing and selling of tobacco.”
2. Conduct a brief discussion about why having a permanent settlement in the New World is beneficial to the home countries (e.g., England, Spain, France). Ask: “What does the home country gain from having a colony so far away?”
3. Read aloud or paraphrase the second paragraph [“Colonists: Introduction”](#) from the Annenberg Foundation.
4. Say: “This is why the governments of European countries were interested in colonizing the New World. What about the actual colonists? Imagine you’re living in Europe, an established civilization. You have access to food, shelter, protection, a functioning government, etc. What might make you leave your country with your family, make a months-long journey by boat, and establish a colony/permanent settlement in a new place with very little knowledge about what to expect or whether they would have the basic necessities for survival (e.g., food, shelter, protection)?”
5. Allow students to respond with their initial ideas.
6. Say: “The purpose of this task and the next is to explore the various motivations of colonists who emigrated from Europe and consider their challenges and achievements in creating permanent settlements in the New World. Let’s start by looking at colonists who sailed from London to the Chesapeake Bay area (near Jamestown) in Virginia and other colonists who sailed from London to present-day Boston in the Massachusetts Bay Colony.”

7. Conduct steps 1-3 of the [Examining Passenger Lists lesson](#) from the Stanford History Education Group.¹⁰
8. Then, as a class, conduct a discussion about the passenger lists. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Note: Conduct this discussion in lieu of step #4 of the Examining Passenger Lists lesson. Possible questions:
 - a. Why are the passengers giving up their lives in England to come to the New World?
 - b. Considering the characteristics of a civilization and your knowledge of Jamestown, why might a colony need the occupations listed on the passenger list?
 - c. What are the biggest differences between the two ships?
 - d. What does this information tell you about the differences between New England and Virginia in the 1630s?
9. Say: “As we learned when we researched Jamestown, some people came to the New World as laborers to support tobacco farming.”
10. Project and read aloud “[Indentured Servants in the U.S.](#)”
11. Say: “French colonists also came to the New World as an economic venture. Let’s remember where they settled.”
12. View the map [European Colonization in North America, 1500-1700](#) and [New France, 1750](#) to determine where the French settled.
13. Conduct a brief discussion about the role geography plays in how settlements develop. Possible questions:
 - a. How did geography impact English settlers at Jamestown? How did they make use of the land to develop into a permanent settlement? What about the geography of the area made it possible to farm tobacco?
 - b. The largest population of French colonists settled in the northern part of North America. What is the geography like in that area of the continent? Given that, what do you think they did to gain wealth in the New World?
 - c. Why was France’s control of the Mississippi River important to the development of their colonies?
14. Watch until timestamp 2:10 of “[The Fur Trade](#)” from HISTORY.com.
15. Project the [image of different hats made from beaver fur](#). Explain that beaver fur was particularly popular in Europe for hats. So much so that Europeans hunted the animal almost into extinction.
16. Then project the [chart of price per beaver pelts](#) (page 13).
17. Ask: “Why might the price of beaver fur go up over time? Why might these prices motivate French colonists to come to North America?”
18. Read aloud “[Fur Traders](#)” from Indians.org and ask students to add Champlain’s French fur trading post to their [map of the Americas](#) and their timeline.
19. Provide students with a copy of “[Opening of the French Fur Trade](#)” from Digital History.
20. Divide the class into pairs.
21. Ask the pairs to read Champlain’s firsthand account of interactions with Native Americans and then answer the following questions in writing:

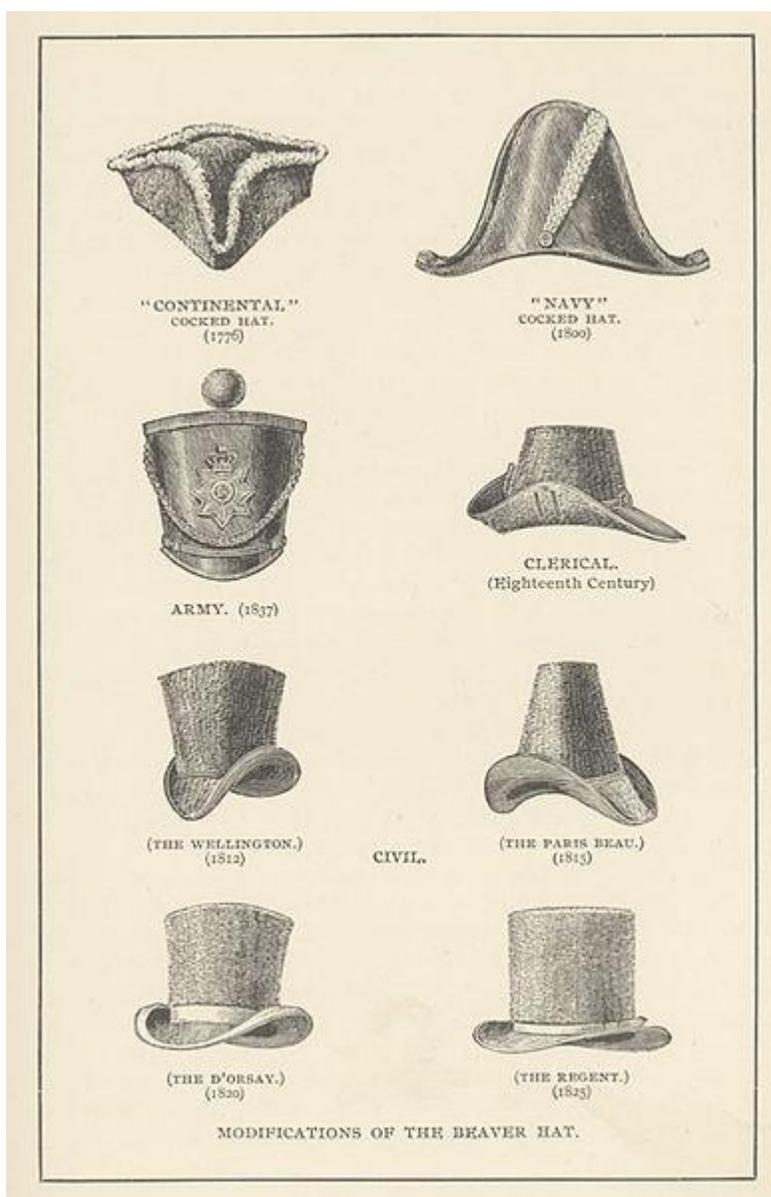
¹⁰ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on “Download Lesson Plan” under the image at the top of the page.

- a. Who is the speaker in this account?
 - b. What do you know about the speaker?
 - c. What words and phrases in the account reveal his perception of the Native Americans?
 - d. Given this information, what details of this account should be corroborated?
22. Provide pairs with a copy of [“Excerpts from “Your People Live Only upon Cod”: An Algonquian Response to European Claims of Cultural Superiority.”](#)
23. Explain that given this complaint by the leader of the Micmac in 1680 was written by the French priest Chrestian LeClerq, who traveled among the Native American people living in Canada. Then read the text aloud.
24. Conduct a discussion about the letter. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the letter or outside knowledge to support their answers. Possible questions:
- a. Who is the author of the complaint in this letter?
 - b. To whom is the author responding? Why?
 - c. In what ways does this letter verify and contradict Champlain’s account?
 - d. What does reading both of these perspectives reveal about the challenges colonists faced in the New World?
 - e. Why was cooperation between the European colonists and the Native Americans essential for the fur trade to work?

New France, 1750



Beaver Pelt Hats



This image is in the public domain and is available at https://commons.wikimedia.org/wiki/File:Chapeaux_en_peau_de_castor.jpg.

Excerpts from “Your People Live Only Upon Cod’: An Algonquian Response to European Claims of Cultural Superiority”

You say “...that we are the most miserable and most unhappy of all men, living without religion, without manners, without [honor], without social order, and, in a word, without any rules, like the beasts in our woods and our forests, lacking bread, wine, and a thousand other comforts which thou hast in superfluity in Europe. Well, my brother, if thou dost not yet know the real feelings which our Indians have towards thy country and towards all thy nation, it is proper that I inform thee at once. I beg thee now to believe that [. . .] we consider ourselves nevertheless much happier than [you. . .]; and believe [. . .] that thou deceivest thyself greatly if thou thinkest to persuade us that thy country is better than ours. For if France [. . .] is [. . .] paradise, [why leave it]? And why abandon wives, children, relatives, and friends? Why risk thy life and thy property every year, and why venture thyself with such risk, in any season whatsoever, to the storms and tempests of the sea in order to come to a strange and barbarous country which thou considerest the poorest and least fortunate of the world?”

“...We believe, further, that you are also incomparably poorer than we, and that you are only simple journeymen, valets, servants, and slaves, all masters and grand captains though you may appear, seeing that you glory in our old rags and in our miserable suits of beaver which can no longer be of use to us [. . .]. As to us, we find all our riches and all our conveniences among ourselves, without trouble and without exposing our lives to the dangers in which you find yourselves constantly through your long voyages. [. . .] We see also that all your people live, as a rule, only upon cod which you catch among us. It is everlastingly nothing but cod—cod in the morning, cod at midday, cod at evening, and always cod, until things come to such a pass that if you wish some good morsels, it is at our expense; and you [seek help from] the Indians, whom you despise so much, and to beg them to go a-hunting that you may [have access to food other than cod]. Now tell me this one little thing, if thou hast any sense: Which of these two is the wisest and happiest—he who [works] without ceasing and only obtains [. . .] enough to live on, or he who rests in comfort and finds all that he needs in the pleasure of hunting and fishing? It is true, that we have not always had the use of bread and of wine which your France produces; but, in fact, before the arrival of the French in these parts, did not the Gaspesians live much longer than now? [. . .] Learn now, my brother, once for all, because I must open to thee my heart: there is no Indian who does not consider himself infinitely more happy and more powerful than the French.”

This text is in the public domain.

Source: William F. Ganong, trans. and ed., *New Relation of Gaspesia, with the Customs and Religion of the Gaspesian Indians*, by Chrestien LeClerq (Toronto: Champlain Society, 1910), 103–06. The full speech is available at the History Matters website: <http://historymatters.gmu.edu/d/5828>.

Grade 5 Instructional Task: Religious Motivations for Colonization

Unit Three: Settlement of the Present-Day United States, Topic One: Colonies of the Early 17th Century

Description: Students explore the various religious reasons colonists emigrated from Europe and settled in North America, focusing on the Pilgrims and the Puritans. Students complete two lessons from Gilder Lehrman and examine various sources to understand how the Pilgrims and the Puritans needed to cooperate with Native Americans to be successful. Students also complete an assessment on colonial religion to better understand how religion affected the development of the New England colonies.

Suggested Timeline: 8 class periods

Materials: “[The Pilgrims and Puritans Come to America](#),” students’ [map of the Americas](#), students’ timeline, “[Jamestown and Plymouth: Compare and Contrast](#),” from the National Park Service, “[Pilgrims, the Mayflower Compact, and Thanksgiving](#)” by Tim Bailey from Gilder Lehrman, [Wampanoag Territory map](#), [The Treaty with Massasoit](#) from Pilgrim Hall Museum, the treaty with Massasoit handout ([blank](#) and [completed](#)), [conversation stems](#), [discussion tracker](#), [page 7 of William Bradford’s letters to John Winthrop](#), [letter template](#)

Instructional Process:

1. Say: “Some British colonists were motivated to come to the New World because they had religious disagreements in England. Two such groups were the Puritans and the Pilgrims.”
2. Read aloud paragraphs 2-6 of “[The Pilgrims and Puritans Come to America](#).”
3. Direct students to add the Plymouth Colony and Massachusetts Bay Colony to their [map of the Americas](#) and details about the voyage and settling of the colonies to their timeline.
4. Then project and read aloud “[Jamestown and Plymouth: Compare and Contrast](#),” from the National Park Service.
5. Say: “As we have been studying, to establish a permanent settlement/civilization, there are elements that must be in place. No matter why colonists came to the New World, they had to focus on more than just their initial motivations if they were going to survive and grow as a colony. The Pilgrims and the Puritans were no exception. Let’s learn about some of the ways the Pilgrims established permanent settlements in the New World.”
6. Conduct Lesson 2 of “[Pilgrims, the Mayflower Compact, and Thanksgiving](#)” by Tim Bailey from Gilder Lehrman.¹¹
7. Project the [Wampanoag Territory map](#) and draw students’ attention to where the Mayflower landed and the location of Plymouth Colony.
8. Ask: “Based on the location of Plymouth Colony, why was it important for the Pilgrims to cooperate with the Wampanoag people?”
9. Explain that within 6 months of arriving in the New World, Squanto (or Tisquantum), who was living with the Wampanoag and could speak English, brought Massasoit, the leader or *sachem* of the Wampanoag, to meet with the Pilgrims. Squanto served as a translator and liaison between the Pilgrims and the Wampanoag. During

¹¹ Note: Access to lessons and resources on Gilder Lehrman requires a free [Affiliate School account](#).

their first meeting with Massasoit, the Pilgrims, with Squanto's help, negotiated a peace treaty and established plans for trade to ensure that the Native Americans and Pilgrims could live together on the same land without conflict.

10. Project [The Treaty with Massasoit](#) from Pilgrim Hall Museum and read it aloud.
11. Provide students with a copy of [the treaty with Massasoit handout](#).
12. Reread aloud the treaty and direct students to paraphrase the terms of the treaty on their handout.
13. Conduct a brief discussion. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What are the terms of the treaty?
 - b. What do the Wampanoag gain from having the Pilgrims as allies?
 - c. What do the Pilgrims gain from having the Wampanoag as allies?
 - d. How does this peace treaty support the establishment of a permanent settlement for the Pilgrims?
14. Explain that the Wampanoag and Pilgrims existed peacefully for many years.
15. Ask: "In what ways did the Pilgrims and the Wampanoag demonstrate their cooperation?"
16. Say: "One way is through what we now know as the first Thanksgiving."
17. Conduct Lesson 3 of "[Pilgrims, the Mayflower Compact, and Thanksgiving](#)" by Tim Bailey from Gilder Lehrman.¹²
18. Say: "Another way is by upholding the terms of the peace treaty."
19. Provide students with a copy of [page 7 of William Bradford's letters to John Winthrop](#).
20. Explain that William Bradford was governor of Plymouth Colony and John Winthrop was the governor of the Massachusetts Bay Colony, where the Puritans settled.
21. Read aloud the letter and briefly ask students to summarize the content of the letter.
22. Then ask students to use the [letter template](#) to write a response from John Winthrop to William Bradford. In the response, ensure students explain:
 - a. What Mr. Offley should do to ensure that the peace treaty is upheld with the Wampanoag?
 - b. The actions that should be taken against Mr. Offley if he refuses to follow the terms of the peace treaty.
23. Have students complete the [Early Colonization of North America assessment](#).
24. Ask students to synthesize the information they've gathered about the colonies and colonists of the early 17th century and write an extended response to answer the following questions:
 - a. Who were the colonists?
 - b. Where did they settle?
 - c. Why did they settle where they did?
 - d. After a string of failed colonies, what made Jamestown, Plymouth, and Massachusetts Bay successful?

¹² Note: Access to lessons and resources on Gilder Lehrman requires a free [Affiliate School account](#).

The Treaty with Massasoit

If...,	then....

The Treaty with Massasoit (Completed)

If...,	then....
the Pilgrims harm the Wampanoag	the Pilgrims will be brought to the Wampanoag for punishment
the Wampanoag harm the Pilgrims	the Wampanoag will be brought to the Pilgrims for punishment
the Pilgrims steal or take materials without permission	the leader of the Pilgrims will ensure whatever it is will be returned/restored
the Wampanoag steal or take materials without permission	Massasoit will ensure whatever it is will be returned/restored
another Native American group attacks the Wampanoag	the Pilgrims will help fight for/defend the Wampanoag; they will be allies
another Native American group attacks the Pilgrims	the Wampanoag will help fight for/defend the Pilgrims; they will be allies
the Wampanoag tell other neighboring Native American tribes about the peace treaty	the Pilgrims can exist peacefully with the Native American tribes and establish their colony without conflict
the Pilgrims and Wampanoag were to meet for deals/negotiations	weapons are left behind

Unit Three Assessment

Description: Students create their own civilizations using the characteristics studied in units one, two, and three.

Suggested Timeline: 6 class periods

Student Directions: Using the knowledge you've gained from exploring various civilizations both successful and not successful, create a new civilization. Consider which of the [characteristics of civilizations](#) seem most important to the establishment of successful civilizations, and describe the elements of your civilization based on the [characteristics of civilizations](#). You should also:

1. Determine where your civilization will be located and be able to explain why.
2. Define the characteristics of your civilization and be able to explain your thinking.
3. As needed, conduct research to explore additional civilizations throughout history.
4. Consider how your civilization may interact with other civilizations.

Resources:

- [Blank characteristics of civilizations handout](#)
- Notes and handouts from units one, two, and three

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 5.1.4, 5.2.2, 5.2.4, 5.3.1-4, 5.4.2, 5.5.1, 5.7.1, 5.8.1. They also meet the expectations for [ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10.

Consider providing students with a more detailed [planning organizer](#), which they should use to create their civilization. Determine what you want the final product to be for their civilization. It could be as simple as a completed characteristics of civilizations handout or as complex as a formal product, like a brochure or poster.

Grade this assessment using a teacher-designed rubric.

Unit Four Overview

Description: Students explore how the colonies advanced, including how the British colonies evolved into three distinct regions and how the colonies interacted with indigenous groups, each other, and other nations.

Suggested Timeline: 8 weeks

Grade 5 Content	
Colonial Achievements	How do civilizations advance?

Topics (GLEs):

1. [The Thirteen Colonies](#) (5.1.1-4, 5.3.1-2, 5.3.4-6, 5.4.2-3, 5.5.1-2, 5.6.1-2, 5.9.1-2)
2. [Impact of Colonization on the North America, Europe, and West Africa](#) (5.1.2-4, 5.3.1-2, 5.3.5-6, 5.4.2-3, 5.8.1, 5.9.1)
3. [Power Struggles in North America](#) (5.1.1-4, 5.3.1-3, 5.4.2-3, 5.8.1)

Unit Assessment: Students merge their civilization from unit three with a partner’s civilization. Following the merging, students write a reflection describing the role that cooperation and conflict play in the advancement of civilizations.

Unit Four: Colonial Achievements	Topic One: The Thirteen Colonies Topic Two: Impact of Colonization on North America, Europe, and West Africa Topic Three: Power Struggles in North America
Key Connections: <ul style="list-style-type: none"> • Trade shaped the economic and political relationship among Europe, the Colonies, and West Africa. • Geography influenced the economies of the New England colonies, the Middle colonies, and the Southern colonies. • Colonial governments took a variety of forms based on the goals of their colonial founders. • Triangular Trade led to economic interdependence and cultural diffusion. • Agricultural and industrial specialization led to the development of regional economies in the colonies. 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> • Read and analyze the charters granted to the new colonies to explain their purpose and foundations of government • Read and analyze analyze speeches, journals, letters to determine European perspective of religious foundations in establishment of colonies • Read and analyze speeches, journals, letters to determine European perspective in establishment of colonies and conflict that arose with Native Americans • Read and analyze speeches by Native Americans such as Metacomet, Canasatego and Iroquois Confederacy to show the perspective of the Native American grievances against the British colonists • Read and analyze journals, letters, and memoirs (such as Olaudah Equiano) addressing the experience of enslaved people. • Read and analyze speeches, newspaper articles, or letters conveying the justifications for slavery.
5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa	<ul style="list-style-type: none"> • Explain the relationship between the Columbian Exchange and an increase of enslaved people in the Americas • Explain how West African culture came to be in the Americas • Explain how Triangular Trade led to the rise of plantation farming in the colonies • Discuss the effects of demand for tobacco, fur, indigo, sugar, etc. and English trade policies on goods coming into or out of the American colonies.

<p>5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492</p>	<ul style="list-style-type: none"> • Explain why transatlantic trade expanded as the English colonies advanced
<p>5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans</p>	<ul style="list-style-type: none"> • Explain the motivations for, events of, and lasting effects of Bacon’s Rebellion as it relates to forced labor in the colonies • Explain how King Phillip’s War and King William’s Wars represented the power struggles over land ownership and trading rights between colonists and Native Americans • Explain the value of the land west of the 13 colonies relative to trading and economics, and the parties engaged in land disputes • Explain the benefits of access to the Ohio River and Mississippi River for colonists, European countries, and Native Americans • Give examples of Native Americans both cooperating with and fighting with European colonists over fur trading
<p>5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements</p>	<ul style="list-style-type: none"> • Explain mercantilism as a motivation for European colonization, and describe how colonies adapted to mercantilism • Explain the causes for and goals of the Navigation Acts, and the effects of the acts on the colonies and Britain, and how colonies attempted to get around the policy (boycotts and smuggling)
<p>5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities</p>	<ul style="list-style-type: none"> • Identify religious groups that settled colonial America (Puritans, Quakers, Jews, Protestants, Lutheran) • Compare and contrast how pilgrims’ and puritans’ beliefs on religion impacted the growth and development of the settlements and government. • Compare and contrast religious tolerance between the 13 colonies based on charters • Explain the purpose and impacts of the Great Awakening, including the motivations of the leaders (George Whitefield and Jonathan Edwards), how ideas spread, its role in challenging the colonial social classes, and its role in advancing the colonies
<p>5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies</p>	<ul style="list-style-type: none"> • Explain how economy, religious freedoms, and trade contributed to the development of the British colonies
<p>5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies</p>	<ul style="list-style-type: none"> • Describe how trade between Native Americans and colonists helped each group adapt to life in the colonies. • Describe how enslaved people brought in their own culture and how this impacted their forced settlement in the new world

<p>5.4.3 Analyze maps from the Age of Exploration to 1763</p>	<ul style="list-style-type: none"> • Identify the three colonial regions (Southern, Middle, and New England Colonies) along with the states in each, and locate them on a map • Use a map to describe areas of conflict based on settlement patterns • Analyze 17th century maps of the colonies to determine how the English control of land, and therefore Native American relations, changed over time • Analyze a map to determine the land claims of France and England and the land under dispute (east of the Ohio and Mississippi Rivers, west of the colonies, and north of Florida) in the mid 18th century • Analyze a map to determine the land claims of Spain and England and the land under dispute (Spanish St. Augustine/La Florida and the Georgia colony as a buffer)
<p>5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America</p>	<ul style="list-style-type: none"> • Explain how cash crops supported the establishment of southern colonies • Explain the influence of geography on the establishment of forts and settlements, and trading posts in the fur trade • Explain the importance of bays and port access in the establishment of trading settlements • Explain the role of mountains in limiting westward expansion • Explain the importance of waterways in supporting expansion and trade
<p>5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment</p>	<ul style="list-style-type: none"> • Describe the impacts of cash crop farming on the environment (increase in land use for agriculture, threat of over farming, created conflicts between colonizers and Native Americans)
<p>5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States</p>	<ul style="list-style-type: none"> • Describe the governmental structures of the British thirteen colonies (Mayflower Compact, House of Burgesses, self government in Royal and proprietary colonies, charters establishing the original 13 colonies)
<p>5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy</p>	<ul style="list-style-type: none"> • Explain how colonists' religious beliefs shaped their forms of government • Discuss how taxation by Britain, self-governance, and representation influenced the development of colonial governments • Compare and contrast colonial government structures and ideals with the current government system of the United States
<p>5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts</p>	<ul style="list-style-type: none"> • Explain why imports and exports would be useful using the terms profit, risk, supply, demand, shortage, and scarcity

<p>such as supply and demand and scarcity</p>	
<p>5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period</p>	<ul style="list-style-type: none"> • Explain the role of trade in the economy of each of the three colonial regions, and analyze the interdependence between each of the regions • Explain how the Triangular Trade developed from the Columbian Exchange. • Explain Triangular Trade, and identify what people and goods were traded between the Americas, Western Europe, and West Africa • Explain how Triangular Trade affected North America, Europe, and West Africa considering their economies, politics, and cultures • Explain how enslaved peoples were a part of the Triangular Trade • Explain how people experienced the Middle Passage, including the conditions for people being sold as slaves • Explain how the economy of the Americas developed a dependence on slave labor. • Explain why more slaves were brought to the West Indies than the southern colonies
<p>5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies</p>	<ul style="list-style-type: none"> • Explain how geography influenced the land use and economy in each of the three colonial regions • Compare and contrast the economies of the three colonial regions • Explain how economy and trade drove the development of a class system in the British colonies • Explain the interdependence of the 13 colonies with each other and with the Native Americans • Explain what led to regionalism in the 13 colonies, and how regionalism allowed the colonies to become less dependent on Great Britain • Analyze the impact of agriculture on the Southern colonies (motivation for colonization, economic effects on the colonies, relation to slavery)
<p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p>	<ul style="list-style-type: none"> • Create a timeline of colonialism in N. America including the Great Awakening, the Navigation Act of 1660, the rise of smugglers, King Philip's and King William's Wars.
<p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p>	<ul style="list-style-type: none"> • Compare and contrast the points of view of colonists and the British Parliament regarding trade regulation (Navigation Acts) • Compare and contrast the points of view of Native Americans and New England colonists during King Philip's War. • Compare and contrast differing perspectives on slavery during the time of Triangular Trade.

<p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • Produce writing that compares and contrasts the British colonial government with the modern day government of the United States • Produce writing to show how the actions of the British colonists affected their relationship with the Iroquois
<p>5.4.2 Analyze a map using a variety of tools</p>	<ul style="list-style-type: none"> • <i>Review map skills as necessary</i>
<p>5.7.1 Investigate basic rights and responsibilities of citizens in present-day government</p>	<ul style="list-style-type: none"> • Connect basic rights and responsibilities of citizens in present-day government to foundations of rights provided to colonists in royal, proprietary, and charter governments

Unit Four Instruction

Topic One: The Thirteen Colonies (5.1.1-4, 5.3.1-2, 5.3.4-6, 5.4.2-3, 5.5.1-2, 5.6.1-2, 5.9.1-2)

Connections to the unit content: Students examine various characteristics of the British colonies (e.g., government, economy, trade) to understand how the colonies grew into more advanced civilizations.

Suggested Timeline: 17 class periods

Use these sample tasks:

- [The Thirteen Colonies](#)

To explore these key questions:

- How did the British colonies advance as civilizations?
- How does the structure of modern U.S. government reflect that of the colonies?
- What contributed to regionalism of the British colonies?

That students answer through these assessments:

- Students complete a map of [Colonial North America](#) and continue adding to their timeline to include dates related to colonization, including the Great Awakening. Check these for accuracy.
- Students complete the [comparing governments handout](#). Collect this for a grade.
- Students complete the [Religion in Colonial America](#) sample assessment task set.
- Students independently research the three colonial regions and complete the [British colonial regionalism handout](#). Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. ([ELA/Literacy Standards](#): W.5.7, W.5.8)
- Students write a response to one of the discussion questions. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: The Thirteen Colonies

Unit Four: Colonial Advancements, Topic One: The Thirteen Colonies

Description: Students explore various aspects of civilization of the British Colonies. Students research the role of government, religion, and the economy in the colonies and consider how these factors contributed to the development of three distinct regions within the colonies.

Suggested Timeline: 17 class periods

Materials: [Colonial North America](#), [The Colonial Experience](#), [The House of Burgesses](#), [Charter of Delaware](#), Comparing Governments handout ([blank](#) and [completed](#)) "[Puritans vs. Pilgrims](#)" from HISTORY.com, [America's First Great Awakening](#), [Great Awakening](#), British colonial regionalism handout ([blank](#) and [completed](#)), [resources for research](#), [conversation stems](#)

Instructional Process:

Overview (approximately 1 class period)

1. Provide students with a copy of the [Colonial North America](#) map and three colored pencils.
2. Project the "[Colonies Map](#)" and ask students to create a map key and color code the three colonial regions.

SOUTHERN COLONIES	MIDDLE COLONIES	NEW ENGLAND COLONIES
<ul style="list-style-type: none"> ● Georgia ● South Carolina ● North Carolina ● Virginia ● Maryland 	<ul style="list-style-type: none"> ● Delaware ● Pennsylvania ● New Jersey ● New York 	<ul style="list-style-type: none"> ● Connecticut ● Rhode Island ● Massachusetts ● New Hampshire

3. Direct students to review their [map of the Americas](#) and compare the map to their map of [Colonial North America](#) to establish the context of where the thirteen colonies were established and what other civilizations were there prior to their establishment.
4. Briefly discuss the geography of the landscape on the Eastern coast of the United States. Direct students to recall from unit three why British colonists settled where they did (e.g., access to trade routes, water, fertile soil).
5. Say: "The purpose of this task is to explore what made the thirteen British colonies successful. Given the [characteristics of civilizations](#) we've been studying, what should we explore about the colonies?"
6. Then explain that the focus of the next few tasks will be on the government, religion, economy, and trade of the British colonies and how each contributed to the colonies becoming permanent settlements/civilizations.

Colonial Government (approximately 3 class periods)

7. Provide students with a copy of "[The Colonial Experience](#)."
8. Read aloud the text while students follow along.

9. Ask students the following questions to check for understanding:
 - a. What documents established the government of each British colony?
 - b. In which colonial settlement did the Virginia House of Burgesses begin?
 - c. We learned about the Pilgrims in unit three. According to this article, what was unique about the first government of the Pilgrims? In what ways does this foreshadow what we know eventually happens to the colonies?
 - d. Considering travel and communication in the 1600s and 1700s, how did the location of the British colonies in relation to Great Britain impact how they were actually governed?
10. Reread aloud the second paragraph of the text.
11. Ask students to identify the parts of a typical British colonial government (i.e., charter, king of England, British Parliament, governor, colonial legislature, council, assembly).
12. Divide the class into pairs and direct each pair to draw an initial diagram of the structure of a typical British colonial government. As needed, provide students with a blank structural frame for them to fill in.
13. Provide students with a copy of "[The House of Burgesses](#)" from USHistory.org.
14. Direct them to read the text with their partner.
15. Then project section ii of the [Charter of Delaware](#).
16. Ask students to explain the purpose of a charter and then explain that you are going to read from the *Charter of Delaware*.
17. Read aloud section ii of the [Charter of Delaware](#).
18. Ask students the following questions to check for understanding:
 - a. What is the composition of the Assembly?
 - b. What is the job of the Assembly?
 - c. Who is in charge of the Assembly?
 - d. What grants the Assembly their power and privileges?
19. Provide students with a copy of the [comparing governments handout](#) and ask them to complete the handout with their partner.
20. Conduct a discussion comparing the colonial government with our modern-day government. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How is each government similar and different?
 - b. In what ways might the colonial government have influenced our modern-day government?
 - c. How does having a structured government support the success of the British colonies?

Colonial Religion (approximately 6 class periods)

21. Say: "We learned in unit three that many colonists emigrated from Europe because they wanted religious freedom. Two groups, the Pilgrims and the Puritans, ended up in present-day Massachusetts. Their desires for religious freedom not only motivated them to leave England, but also influenced their actions once they arrived. As the Pilgrims and Puritans established governmental structures, economies, and trade, their decisions were heavily influenced by their religious beliefs."

22. Watch "[Puritans vs. Pilgrims](#)" from HISTORY.com.
23. Then have students complete the [Religion in Colonial America](#) sample assessment task set. Note: As needed, define *dissent* for students prior to having them engage in the task.
24. Ask: "How did colonists' beliefs shape the development of the British colonies?"
25. Allow students to answer.
26. Then say: "Beginning with early colonization, people came to the New World in practice their own religion without fear of persecution. Pilgrims and Puritans viewed faith as the most important aspect of their lives and established Christianity as the cornerstone of New England colonial life. However, the same people who once had been persecuted for their religious beliefs in Europe began to prohibit freedom of religion or *dissent* from other colonists. This created problems in the colonies. Roger Williams, banished from the Massachusetts Bay Colony, created Rhode Island, a place where government and religion were kept separated and which embraced true religious freedom. People of religious minorities, such as Jews and Quakers, chose to settle there and then in middle and southern colonies. The Great Awakening was a period of religious revival that spread throughout the colonies in the 1730s and 1740s. It de-emphasized the importance of the church putting more emphasis on a personal approach to religion; this took away some of the power once held by churches and religious leaders. The beliefs associated with the Great Awakening were a common thread among the varied colonies."
27. Direct students to add the Great Awakening to their timeline begun in Unit One.
28. Watch "[America's First Great Awakening](#)."
29. Conduct steps 3-6 of the [Great Awakening](#) lesson from the Stanford History Education Group.¹³
30. Conduct a discussion about the Great Awakening and its role in advancing the colonies. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What role did religion play in the development of the thirteen colonies?
 - b. How did the ideas spread during the Great Awakening level challenge the colonial social classes?
 - c. How does the religious influence of the first colonies still impact our society today?

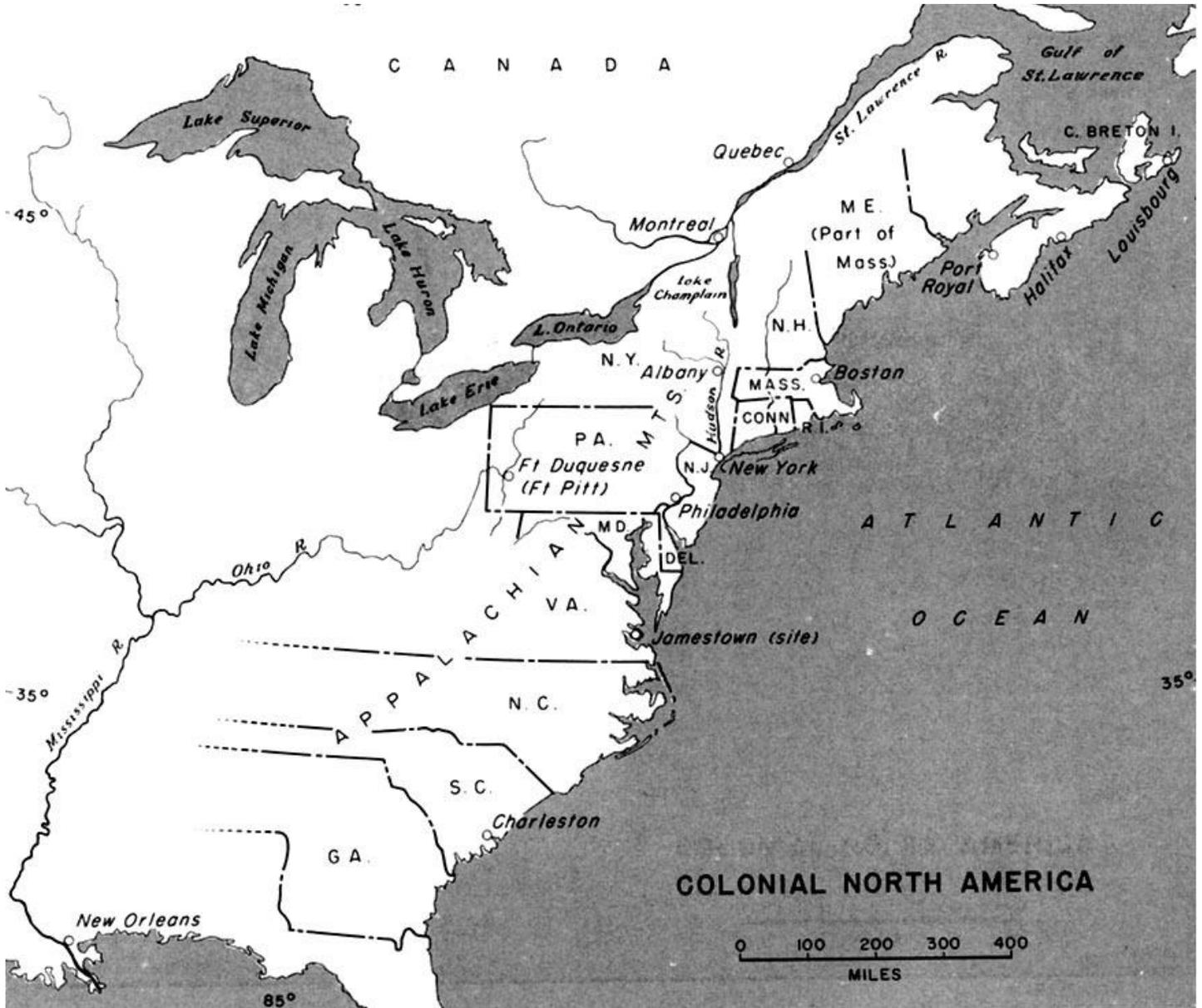
Colonial Economy and Trade (approximately 7 class periods)

31. Have students review their maps of [Colonial North America](#) created in the first part of this task.
32. Say: "Your next task is to research the three colonial regions and record your findings on the [British colonial regionalism handout](#) and your timelines."
33. Explain to students how they should conduct their research (e.g., What is the process for research? What are their due dates? What are their deliverables? How will you grade their research?) and provide them with needed materials (e.g., digital access, [resources for research](#), etc.).
34. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.
35. Direct students to conduct their research.

¹³ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on "Download Lesson Plan" under the image at the top of the page.

36. Once students have completed their research, divide the class into pairs and direct each pair to compare their notes and make any necessary adjustments.
37. Then conduct a discussion about the colonial regions. Encourage students to use the [conversation stems](#) during the discussion and use their [research findings](#) to support their answers. Possible questions:
 - a. How did geography influence the land use and economy in each region?
 - b. What was the role of trade in the economy of each region?
 - c. How were the regional economies similar to and different from one another?
 - d. How did economy and trade contribute to the development of the British colonies?
 - e. How did economy and trade develop a class system in the British colonies?
38. Have students write a response to one of the discussion questions.

Colonial North America



This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/historical/colonial_1689-1783.jpg.

Adapted Excerpt from “The Colonial Experience”¹⁴

The American colonies grew and flourished under British supervision, but the great expanse of the Atlantic Ocean created a safe distance for American colonists to develop skills to govern themselves. Despite its efforts to control American trade, England could not possibly oversee the entire American coastline. Colonial merchants soon learned to operate outside British law. Finally, those who escaped religious persecution in England demanded the freedom to worship according to their faiths.

Colonial Governments

Each of the thirteen colonies had some kind of written agreement between the colony and the king of England or Parliament (British legislature). Given the distance between England and the colonies, though, most colonies developed representative democratic governments to rule their territories. The typical governmental structure started with a governor appointed by the king. The governor had **almost** complete authority. Each governor appointed a **COUNCIL** of individuals from the colony who served in the governor’s absence and acted as the supreme court for the colony when needed. Both the governors and their councils followed the rules and orders of the king and Parliament. The **COLONIAL LEGISLATURE**, or **ASSEMBLY**, was elected by property holding males. The legislatures controlled the salary of the governor and often used this influence to keep the governors in line with colonial wishes. The first colonial legislature was the **VIRGINIA HOUSE OF BURGESSES**, established in 1619.

When the first **PILGRIMS** voyaged to the New World, a bizarre twist of fate created a spirit of self-government. These Pilgrims of the *Mayflower* were bound for Virginia in 1620, but they got lost and instead landed at **PLYMOUTH** in present-day Massachusetts. Since Plymouth did not lie within the boundaries of the Virginia colony, the Pilgrims had no official charter to govern them. So they drafted the **MAYFLOWER COMPACT**, which in essence declared that they would rule themselves. Although Massachusetts eventually became a royal colony, the Pilgrims at Plymouth set a powerful precedent of making their own rules that later reflected itself in the town meetings that were held across colonial New England.



John Winthrop was the governor of the Massachusetts Bay Colony, one of the eight colonies

¹⁴ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/gov/2a.asp>.

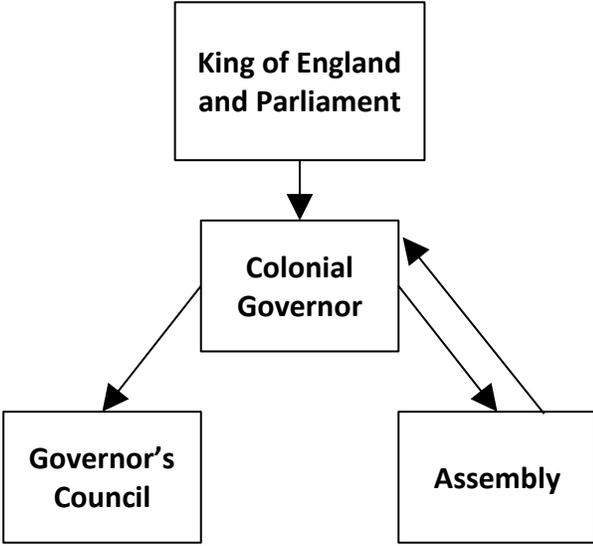
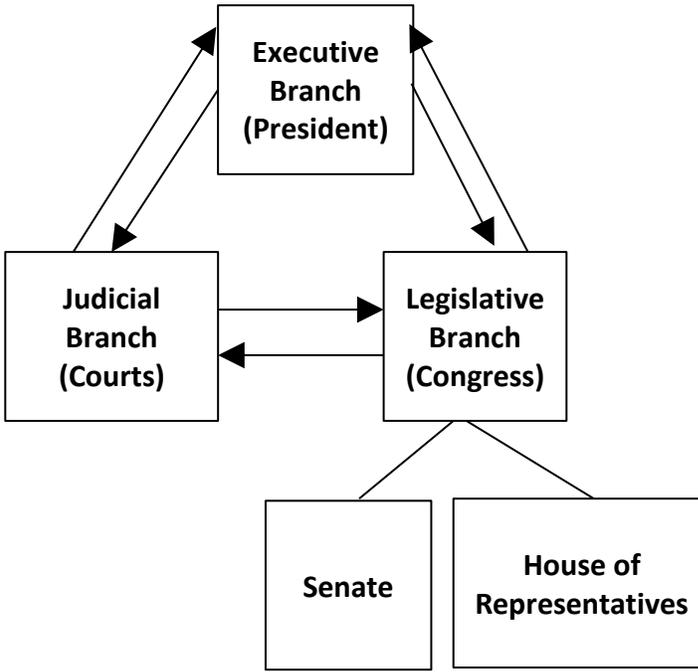
Comparing Governments

Draw and label the structure of each government.

Typical British Colonial Government	United States Government
Identify how each part of the government gets their role.	Identify how each part of the government gets their role.
Describe the duties of each part of the government.	Describe the duties of each part of the government.

Comparing Governments (Completed)

Draw and label the structure of each government.

Typical British Colonial Government	United States Government
 <p>The diagram shows a hierarchy starting with the 'King of England and Parliament' at the top. An arrow points down to the 'Colonial Governor'. From the 'Colonial Governor', two arrows point down to the 'Governor's Council' and the 'Assembly'. A double-headed arrow connects the 'Colonial Governor' and the 'Assembly'.</p>	 <p>The diagram shows three main branches: 'Executive Branch (President)', 'Judicial Branch (Courts)', and 'Legislative Branch (Congress)'. The 'Executive Branch' is at the top, with arrows pointing to both the 'Judicial Branch' and the 'Legislative Branch'. There are double-headed arrows between the 'Executive Branch' and both the 'Judicial Branch' and the 'Legislative Branch'. There are also double-headed arrows between the 'Judicial Branch' and the 'Legislative Branch'. Below the 'Legislative Branch', two boxes represent the 'Senate' and the 'House of Representatives'.</p>
<p>Identify how each part of the government gets its role.</p> <p>The governor was appointed by the king. The governor appointed the council. The assembly members were chosen by the colonists.</p>	<p>Identify how each part of the government gets its role.</p> <p>The president is elected through the electoral college. Supreme court judges are nominated or appointed by the president and approved by Congress. Congress members are elected.</p>
<p>Describe the duties of each part of the government.</p> <p>The governor carried out the king's orders. The governor managed trade and had final approval of laws. The council also carried out the king's orders (when the governor was absent) and, when needed, the council was the high court. The assembly paid the governor, collected taxes, and made laws.</p>	<p>Describe the duties of each part of the government.</p> <p>The president signs bills into law and can veto, nominates and appoints judges to courts, and is in charge of the armed forces. The courts weigh in on matters of law and ensuring they follow the constitution. Congress passes laws. They can also impeach the president and can declare war.</p>

British Colonial Regionalism

Regionalism is defined as the practice of having similar economic, social, and political principles based on a particular region rather than a more central or common idea across multiple regions. Research the different colonial regions and take notes on how the three colonial regions developed unique identities based on their geography, economy, and religious beliefs.

	New England Colonies	Middle Colonies	Southern Colonies
What colonies are included in this region?			
What is the geography (e.g., features, climate, resources) of this region? How did colonists adapt to living in each region?			
What religion(s) is/are practiced in this region? Why?			
On what is the economy of this region based? Why?			
Do colonists in this region engage in trade, either to import or export goods? What do they trade and with whom? Why do they engage in trade?			
How did the colonists in this region interact with Native Americans? In what ways did they influence each other?			

British Colonial Regionalism (Completed)

	New England Colonies	Middle Colonies	Southern Colonies
What colonies are included in this region?	Connecticut, Rhode Island, Massachusetts, New Hampshire	Delaware, Pennsylvania, New Jersey, New York	Georgia, South Carolina, North Carolina, Virginia, Maryland
What is the geography (e.g., features, climate, resources) of this region? How did colonists adapt to living in each region?	The New England colonies are the northernmost of the 13 colonies. There are long, harsh winters with short growing seasons. There are mountains, thick forests, and poor, rocky soil which made agriculture a challenge.	The Middle Colonies have a milder climate than the New England colonies. They have better lands for agriculture. Iron ore and coal were other important natural resources.	The Southern Colonies have hilly coastal plains and forests; the climate is the warmest of all the regions, means there are milder winters and longer growing seasons.
What religion(s) is/are practiced in this region? Why?	A number of colonists were Puritans; these beliefs impacted every aspect of colonial life including the government which did not allow religious freedom.	The Middle colonies allowed religious freedom, so the area was not dominated by one religion (e.g., Catholics, Lutherans, Jews, Quakers all settled there).	The Southern colonies allowed religious freedom, so colonists of the Baptist, Anglican, and other faiths could be found in the Southern colonies.
On what is the economy of this region based? Why?	The New England colonists were mostly middle class and engaged in fishing/whaling (because they had lots of coastline) and fur trading. There were small farms, fishing villages, lumber supply for ship building and barrel making, and merchants engaged in trade. New England colonies were the most industrial of the colonies. Note: Although some colonists came to the New World to escape the social	The Middle Colonies were more diverse than the other regions; they were a mix of Dutch, German, and English colonists from poor and middle classes. The Middle colonies mainly farmed grain (wheat, barley, oats, rye, and corn), raised livestock, mined (iron ore), and traded. The Middle Colonies mined metals and made tools and plows. Hunting and river accessibility also meant some engaged in fur trading.	The Southern colonists were mostly from rich, noble families or indentured servants. Although slavery existed in all thirteen colonies, the vast majority of the slaves were in the Southern colonies. The economy of the Southern colonies focused on agriculture (e.g., “cash crops” such as cotton, tobacco, rice, indigo, and eventually sugarcane) as a result of the rich, fertile soil of the area as well as river access and seaports for

	<p>class system of England, all colonies had strict social divisions, and a person’s place in society was, more than anything, based upon the families into which they were born:</p> <ul style="list-style-type: none"> ● Upper class: Plantation owners, wealthy merchants ● Middle class: Store owners, merchants, tradesmen ● Lower class: Farmers on small farms ● Lowest class: Forced labor (indentured servants and slaves) 		<p>trade. The reliance on agriculture led to the emergence of the plantation system and a reliance on slave labor.</p>
<p>Do colonists in this region engage in trade, either to import or export goods? What do they trade and with whom? Why do they engage in trade?</p>	<p>The proximity to seaports helped some colonies develop as centers of trade of fish and fur. The fur was particularly valuable in Europe (high demand). The colonists of the New England colonies imported agricultural products from the other colonies.</p>	<p>The Middle Colonies exported grains to other regions and to Europe. They also made tools and plows with iron ore, which they exported.</p>	<p>The demand for cash crops, such as tobacco, impacted the physical environment including the clearing of additional land for planting. The demand for colonial goods in England and Africa led to the increase in slave labor in the colonies. This demand also contributed to transatlantic trade. This trade was important to the colonies because it helped them obtain goods from Europe while building up their own economy.</p>

<p>How did the colonists in this region interact with Native Americans? In what ways did they influence each other?</p>	<p>In the New England colonies, there were strong relationships between the colonists and Native Americans. They engaged in regular trade, especially the fur trade. Roger Williams, who founded Rhode Island, purchased land to start his colony from Native Americans. Other colonies, like the Massachusetts Bay Colony, were founded by Puritans who tried to force Native Americans to convert to Christianity.</p>	<p>The Middle Colonies served as a center of trade between the colonies and with Europe. They most frequently interacted with the Iroquois people with whom they traded furs, crops, and other items.</p>	<p>Trade existed between the Southern colonists and Native American tribes such as the Powhatan. Some Native Americans were used as slave labor on plantations. As cash crops became the focus of the economy, the clearing of additional lands to cultivate created conflict with neighboring Native Americans.</p>
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Resources for Research: Colonial Regionalism

- Kid-Friendly Search Engine: <http://www.kiddle.co/>
- [The Colonial Heritage](#)
- [“Farming in the Thirteen American Colonies”](#) from *Social Studies for Kids*
- [Estimated Population of the British North American Colonies from 1620 to 1760](#)
- [“The New England Colonies”](#)
- [“Puritan Life”](#)
- [“Reaching to Connecticut”](#)
- [“The Middle Colonies”](#)
- [“New Netherland to New York”](#)
- [“Quakers in Pennsylvania and New Jersey”](#)
- [“The Southern Colonies”](#)
- [“Maryland - The Catholic Experiment”](#)
- [“Indentured Servants”](#)
- [“Creating the Carolinas”](#)
- [“Life in the Plantation South”](#)
- [Plantations](#)
- [Daily Life in the Colonies](#)
- [“Colonial Life”](#)
- [“The Triangular Trade”](#) from Maps in Minutes courtesy of the National Archives of Great Britain

Unit Four Instruction

Topic Two: Impact of Colonization on North America, Europe, and West Africa (5.1.2-4, 5.3.1-2, 5.3.5-6, 5.4.2-3, 5.8.1, 5.9.1)

Connections to the unit content: Students examine how interdependence developed among the colonial regions, Europe, and West Africa, which allowed the colonies to advance. They also study the experiences of slaves to consider how some colonial advancements relied on slavery.

Suggested Timeline: 11 class periods

Use these sample tasks:

- [Interdependence](#)
- [Slavery in the Colonies](#)
- Note: Prior to conducting these tasks with students, build your background knowledge. Possible resources:
 - [“Enforcing the Navigation Acts”](#) from Boundless.com
 - [“Three Worlds, Three Views: Culture and Environmental Change in the Colonial South”](#) by Timothy Silver from Appalachian State University

To explore these key questions:

- What were the effects of British colonial regionalism?
- Why did transatlantic trade expand as the British colonies advanced?
- How did transatlantic trade affect North America, Europe, and West Africa?
- How were both individuals and groups impacted by the slave trade?

That students answer through this assessment:

- Students participate in various discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the each discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students complete [triangular trade route commodities handout](#). Collect this for a grade.
- Students write a response about the effects of transatlantic trade on North America, Europe, and West Africa. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)
- Students complete the [Forced Labor in the British North American Colonies](#) sample assessment task set.

Grade 5 Instructional Task: Interdependence

Unit Four: Colonial Advancements, Topic Two: Impact of Colonization on the Americas and European Nations

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:¹⁵
 - 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 and 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?

¹⁵ From <https://www.google.com/#q=interdependence>

- 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?
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?"
 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 and outside knowledge to support their answers. Possible questions:
 - 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?
 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."

Triangular Trade Route Commodities

A commodity is _____.

During the 17th and 18th centuries, triangular trade routes were used among Europe, Africa, and the thirteen colonies in North America. Triangular trade involves the exporting of commodities from one location to another. Using the chart below, identify what commodities were exported from/to and why.

From North America to Europe	From North America to Africa	From Europe to North America	From Europe to Africa	From Africa to North America	From Africa to Europe

Triangular Trade Route Commodities (Completed)

A commodity is a good, something valuable, a product that is bought and sold, such as corn or wheat.

During the 17th and 18th centuries, triangular trade routes were used among Europe, Africa, and the thirteen colonies in North America. Triangular trade involves the exporting of commodities from one location to another. Using the chart below, identify what commodities were exported from/to and why.

From North America to Europe	From North America to Africa	From Europe to North America	From Europe to Africa	From Africa to North America	From Africa to Europe
<ul style="list-style-type: none"> ● whale oil ● lumber ● furs ● rice ● silk ● indigo ● tobacco ● sugar ● molasses ● wood <p>These commodities were important to Europeans because they were scarce in Europe (the supply was low and it was expensive to produce them), but there was demand for these goods in Europe. So, the Europeans could cheaply import these goods from the colonies to satisfy their demand.</p>	<ul style="list-style-type: none"> ● rum ● iron ● gun powder ● cloth ● tools <p>These commodities were important to Africans because they were scarce in Africa (the supply was low and it was expensive to produce them), but there was demand for these goods in Africa. Iron can be used to create tools or weapons. Cloth is useful for clothing and shelter. Africans imported these goods from the colonies to satisfy their demand.</p>	<ul style="list-style-type: none"> ● manufactured goods ● luxuries <p>These commodities were important to colonists because they were scarce (e.g., colonists didn't have easy access to and couldn't make them on their own). So, the colonists imported them from Europe to supply the demand in the colonies.</p>	<ul style="list-style-type: none"> ● guns ● cloth ● iron ● beer <p>These commodities were important to Africans because they were scarce in Africa (the supply was low and it was expensive to produce them), but there was demand for these goods in Africa. Africans imported these goods from Europe to supply their demand.</p>	<ul style="list-style-type: none"> ● gold ● ivory ● spices ● hardwood ● slaves <p>These commodities, including slave labor, were important to the colonists because they were scarce in the colonies (the supply was low and it was expensive to produce them or they couldn't produce them (e.g., slaves, gold)), but there was demand in the colonies. Colonists needed slaves to produce goods to ship to Europe and Africa. So, they imported these commodities to supply their demand.</p>	<ul style="list-style-type: none"> ● slaves <p>Slave labor was important to the Europeans because they relied on slaves as house servants and they also provided slaves to the colonies to support the production of commodities that colonists then exported to Europe and Africa.</p>

Adapted Excerpt from “Smuggling”¹⁶

Great Britain had an empire to run. The main economic philosophy of seventeenth and eighteenth century empires was called **MERCANTILISM**. In this system, the colonies existed to increase the mother country’s wealth. England tried to regulate trade, and forbid colonies from trading with other European countries. British merchants wanted American colonists to buy British goods, not French, Spanish, or Dutch products. Restrictions were also placed on what the colonies could manufacture and whose ships they could use. The **NAVIGATION ACTS** and the **MOLASSES ACT** are examples of royal attempts to restrict colonial trade.

England also maintained the right to tax the colonies, and, in theory, colonists were required to pay **DUTIES** on imported goods to discourage them from purchasing commodities from other countries. However, distance and the size of the British Empire worked to colonial advantage, as both **TRADE** and **TAXATION** were difficult for England to control. England regulated trade but allowed colonists the right to levy their own taxes.

Prior to 1763, the British followed a policy known as **SALUTARY NEGLECT**. They passed laws regulating colonial trade, but they knew they could not easily enforce them. It cost four times as much to use the British navy to collect duties as the value of the duties themselves. **SMUGGLERS** soon exploited the English inability to guard every port by secretly trading against Parliament’s wishes. Colonists, particularly in New England, thought nothing of ignoring these laws. Ships from the colonies often loaded their holds with illegal goods from the French, Dutch, and Spanish West Indies. British customs officials earned a modest salary from the Crown. They soon found their pockets stuffed with bribe money from colonial shippers. When smugglers were caught, they were often freed by sympathetic American juries. Smuggling became commonplace. The British estimated that over £700,000 per year were brought into the American colonies illegally.

¹⁶ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/us/7d.asp>.

Excerpts from the Navigation Act of 1660

- “no goods or commodities whatsoever shall be imported into or exported out of any lands [. . .] in any other ship or ships [other than those that] belong only to the people of England or Ireland...”
- Any goods and commodities imported or exported out of any of the places in any other ship or vessel not owned by the people of England or Ireland are subject to “the penalty of the forfeiture and loss of all the goods and commodities...”
- “All admirals and other commanders at sea of any the ships of war or other ship having commission from his Majesty [. . .], are hereby authorized and strictly required to seize and bring in as prize all such ships or vessels” which are not allowed to transport British goods and commodities.
- “And be it enacted, that no [. . .] person not born within [Great Britain or a British colony], shall from and after the first day of February, [1661], exercise the trade or occupation of a merchant [in Great Britain or a British colony]...”
- “All governors of [British colonies] are hereby strictly required and commanded, and all who hereafter shall be made governors of any such [colonies], shall before their entrance into their government take a solemn oath to do their utmost [to follow the rules of this act].”
- “No sugars, tobacco, cotton-wool, indigoes, ginger, fustic, or other dyeing wood, of the growth, production, or manufacture of any English plantations in America, Asia, or Africa, shall be shipped, carried, conveyed, or transported from any of the said English plantations to any land [. . .] other than to such other English plantations as do belong to his Majesty [. . .] or to the kingdom of England or Ireland...”
- “For every ship or vessel [. . . that] shall set sail out of or from England, Ireland, Wales, or town of Berwick upon Tweed, for any English plantation in America, Asia, or Africa, sufficient bond [duty, tax] shall be given [. . .] to the chief officers of the custom-house [. . .]; and for all ships coming from any other port or place to any of the aforesaid plantations, who by this act are permitted to trade there, that the governor of such English plantations shall before the said ship or vessel be permitted to load on board any of the said commodities, take bond [duty, tax] in manner and to the value aforesaid, for each respective ship or vessel....”

Grade 5 Instructional Task: Slavery in the Colonies

Unit Four: Colonial Advancements, Topic Two: Impact of Colonization on the Americas and European Nations

Description: Students examine a population chart to make inferences about the social structure and economy of the Southern Colonies in the late 17th century. They analyze the role Bacon’s Rebellion had in the growth of the slave trade. Students engage in a task from the Stanford History Education Group and examine various sources to learn about the experiences of individuals, including slaves, in the Middle Passage and evaluate the reliability of the each account. Students also complete the Forced Labor sample assessment task.

Suggested Timeline: 6 class periods

Materials: Students’ copy of the [Estimated Population of the British North American Colonies from 1620-1760, conversation stems](#), Map 9 of “[Volume and Direction of the Trans-Atlantic Slave Trade from all African to all American Regions](#),” [The Middle Passage](#), Middle Passage Experience Handout ([blank](#) and [completed](#)), page 18 of the [Slavery Task, Forced Labor in the British North American Colonies](#)

Instructional Process:

1. Ask students to locate their copy of [Estimated Population of the British North American Colonies from 1620-1760](#).
2. Conduct a discussion about the demographics of the British North American Colonies. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the chart and outside knowledge to support their answers. Possible questions:
 - a. Why was the total number of people living in the southern colonies higher than other regions?
 - b. Why was the percentage of African Americans in the southern colonies significantly higher?
 - c. When was there a significant change in numbers?
 - d. What may have contributed to the change in numbers?
3. Based on the conversation, explain the motivations for, events of, and lasting effects of Bacon’s Rebellion as it relates to forced labor in the colonies to students. Use information from the social studies textbook or online sources, such as “[Slavery Takes Root in Colonial Virginia](#),” “[Africans in America: Bacon’s Rebellion](#),” and “[Bacon’s Rebellion](#).”
4. Project Map 9 “[Volume and Direction of the Trans-Atlantic Slave Trade from all African to all American Regions](#).”
5. Conduct step 1 of [The Middle Passage](#) lesson from the Stanford History Education Group.¹⁷ Note: The PowerPoint for this step is available for download underneath the lesson download.
6. Divide the class into pairs and direct pairs to analyze sources A, D, and E of [The Middle Passage](#) lesson from the Stanford History Education Group,¹⁸ answer the provided questions, and complete the [middle passage experience handout](#).

¹⁷ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on “Download Lesson Plan” under the image at the top of the page.

¹⁸ *ibid.*

7. Conduct a discussion about the Middle Passage. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What were conditions like on the Middle Passage?
 - b. Which document do you believe is the most reliable source of information about the Middle Passage?
8. Show students the West Indies on the project map.
9. Say: “Slaves were used as labor in North America and the West Indies to grow cash crops. The West Indies was also a British colony.”
10. Ask students to recall the meaning of “cash crops” and what cash crops were grown in North America in the 1600s and 1700s (e.g., tobacco, rice, and indigo (used for dyes)).
11. Explain that in the West Indies, the main cash crop was sugar.
12. Provide students with access to page 18 of the [Slavery Task](#) from the New York State Social Studies Resource Toolkit¹⁹ and direct them to read the firsthand accounts.
13. Conduct a discussion about the slave trade. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How was the economy of the Americas dependent on slavery?
 - b. Why were more slaves brought to the West Indies and southern colonies?
 - c. What role did the slave trade play in triangular trade?
 - d. How were both individuals and groups impacted by the slave trade?
14. Have students complete the [Forced Labor in the British North American Colonies](#) sample assessment task set.

¹⁹ The task is licensed under a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

Middle Passage Experience²⁰

	Describe the experiences of people in the Middle Passage.	How is this account similar to or different from the other sources?	Is this a reliable source to understand the Middle Passage? Why or why not?
Document A: Portuguese textbook account			
Document D: Slave Ship Diagram			
Document E: Autobiography of a Former Slave			

²⁰ Based on the handout included with the [The Middle Passage](#) lesson from the Stanford History Education Group.

Middle Passage Experience (Completed)

	Describe the experiences of people in the Middle Passage.	How is this account similar to or different from the other sources?	Is this a reliable source to understand the Middle Passage? Why or why not?
Document A: Portuguese textbook account	The Middle Passage was dangerous. There wasn't enough room for the number of people on the ship. The ship was hot and dirty. Because the conditions were so bad, slaves sometimes revolted.	This source gives an overview of the conditions of the Middle Passage. It doesn't have specific information like the other two sources.	No, this source is a textbook which is a secondary source. The textbook is also from Portugal which was one of the first countries to begin making money off of the slave trade. In the text, it describes benefits of the slave trade that seem to be rationalizing their involvement in the practice.
Document D: Slave Ship Diagram	Ships that carried slaves on the Middle Passage were overcrowded. The slaves were packed in tight and had very little room to move. People were even kept under shelves.	This source gives more specific information than source A.	Yes, this source is a primary source from legislation that was supposed to improve conditions for slaves.
Document E: Autobiography of a Former Slave	The conditions on the Middle Passage were very bad for slaves. The ships were crowded and dirty. The smell was so bad it made people sick. Slaves were often treated harshly. Slaves were beaten if they didn't eat, and they were punished if they tried to jump off the ship.	This source gives some of the same information as the other sources, but it describes the conditions in more detail because the author was actually there.	Yes, this source is a primary source that gives a first-hand account of what it was like to be on a Middle Passage ship.

Unit Four Instruction

Topic Three: Power Struggles in North America (5.1.1-4, 5.3.1-3, 5.4.2-3, 5.8.1)

Connections to the unit content: Students analyze various maps and a primary source document to understand how and why civilizations seek more land to grow and advance. They also look at different perspectives to understand how growth and advancement affects other civilizations.

Suggested Timeline: 6 class periods

Use this sample task:

- [Power Struggles](#)

To explore these key questions:

- What value did the land west of the thirteen colonies possess and why?
- Why did cooperation and conflict exist among the British colonists, French colonists, and Native Americans?

That students answer through these assessments:

- Students answer questions during the [Mapping the New World lesson](#). Collect the written answers for a grade.
- Students add to their timeline begun in unit one and their map of [Colonial North America](#). Check these for accuracy.
- Students complete a [split-page notes handout](#). Collect this for a grade.
- Students engage in a class discussion. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students write a response describing how British actions affected their relationship with the Iroquois. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: Power Struggles

Unit Four: Colonial Advancements, Topic Three: Power Struggles in North America

Description: Students analyze various maps and a population chart to understand the reasons for power struggles among the British, French, and Native Americans in North America during the 17th and 18th centuries. Students also explore the relationship between the Iroquois Indians and colonists in the 1740s.

Suggested Timeline: 6 class periods

Materials: [Mapping the New World lesson](#), students' timeline begun in unit one, students' copy of the [Estimated Population of the British North American Colonies from 1620 to 1760](#), [Claims of European Empires in North America, 1754](#), students' map of [Colonial North America](#), "[Excerpts From Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s](#)," split-page notes handout ([blank](#) and [completed](#)), [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Conduct the [Mapping the New World lesson](#) from the Stanford History Education Group.²¹
2. Explain that there were power struggles over land ownership and trading rights throughout North America, which led to multiple conflicts among the colonists from different countries and the Native Americans. Share general information about King Philip's War and King William's War using information from the social studies textbook or online sources.
3. Direct students to add details to their timelines begun in unit one.
4. Ask students to locate their copy of the [Estimated Population of the British North American Colonies from 1620 to 1760](#).
5. Direct students to determine the estimated population growth in the British colonies from 1700 to 1740.
6. Conduct a discussion about the population chart. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the chart or outside knowledge to support their answers. Possible questions:
 - a. Why did the population grow so much during this time period?
 - b. What does the growth reveal about the [characteristics of civilizations](#) exemplified by the colonies?
 - c. What are the consequences of the population growth? What will the colonists need? What will that require them to do?
7. Project or ask students to locate their copy of the [Claims of European Empires in North America, 1754](#).
8. Direct students to locate their copies of the map of [Colonial North America](#).
9. On the map, have them mark the land claimed for France (i.e., west of the Ohio River, the Mississippi River and west of the Mississippi River) and the land under dispute (e.g., east of the Ohio and Mississippi Rivers, west of the colonies, and north of Florida).

²¹ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on "Download Lesson Plan" under the image at the top of the page.

10. Ask students to recall that most French colonists moved to North America to engage in fur trading. Explain that the British colonists in New England and northern east coast also engaged in fur trading and often got into disagreements with each other over trading rights in the region between the Allegheny Mountains and the Mississippi River.
11. Conduct a discussion about the value of the land west of the thirteen colonies. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What value did the land west of the thirteen colonies possess and why?
 - b. “To dispute” means to argue about or disagree over. Where is land ownership disputed? Who is engaged in the land dispute?
 - c. What physical features and natural resources are available to the British? To the French? (Note: As needed, display a [physical map of the United States](#) to support the conversation.)
 - d. Look at each of the disputed areas of land. Why are the countries arguing over land ownership? Consider the physical features and natural resources available in each area and the economic value. Which areas are most valuable and why? Into what river does the Ohio River flow? What are the benefits of having access to the Mississippi River?
 - e. Considering what you’ve learned about North America before and after European exploration and colonization, who else might feel ownership over the land that isn’t accounted for on these maps?
12. Ask students to recall that Native Americans were actively involved in the fur trade along with the French and English, which often resulted in tensions among the groups. Share various examples of how Native Americans cooperated with and fought against the European colonists to understand how those interactions impacted the way of life and culture of both the Native Americans and the colonists. Use information from the social studies textbook or online sources, such as [“The Iroquois and the Fur Trade,”](#) [“Beaver Wars,”](#) [“The French and Iroquois Wars, 1642-1698,”](#) and [“Prelude to the French and Indian War.”](#)
13. Provide students with a copy of [“Excerpts From Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s.”](#)
14. Read aloud the document as students follow along. As needed, define the following words in context (e.g., provide a synonym or student-friendly definition when reading aloud): *encroachment, brethren, amity, formidable.*
15. Divide the class into pairs according to an established classroom routine.
16. Provide each student with the [split-page notes handout](#).
17. Ask pairs to reread the text and make a list of key ideas/quotations that Canassatego uses to show dissatisfaction with the British colonists. Beside each key idea/quotation, direct pairs to put the quotation in their own words and explain what it means. As needed, remind students to use quotation marks when citing the text directly.
18. Once pairs have completed their handout, instruct each pair to join with another pair.
19. While working in the four-person group, direct students to share their key ideas/quotations and write their answers to the following prompt on the back of their handout, using evidence from the source: “Describe how the actions of the British colonists affected their relationship with the Iroquois.”

Split-Page Notes

Key Idea/Quotation	What does it mean?

Split-Page Notes (Completed)

Key Idea/Quotation	What does it mean?
<p>"We know our lands are now become more valuable: the white people think we do not know their value; but we are sensible that the land is everlasting, and the few goods we receive for it are soon worn out and gone."</p>	<p>Canassatego says he knows their lands are worth something even though the colonists don't think the Indians know. Canassatego says that they know the lands last forever but what the colonists give the Indians for the lands doesn't last long. He means that the Iroquois are not happy with the colonists trying to take land from them.</p>
<p>"Your people daily settle on these lands, and spoil our hunting."</p>	<p>Canassatego says colonists are settling on the lands and ruining the hunting the Indians do. This means the colonists are taking over land that the Iroquois used for hunting. This probably makes the Iroquois angry because the animals they hunt would move away from the area.</p>
<p>"We are ashamed to offer our brethren so few; but your horses and cows have eat the grass our deer used to feed on."</p>	<p>Canassatego says they no longer have much because the colonists' horses and cows have eaten all the grass so the deer don't come around anymore. This means that the actions of the colonists are impacting what the Iroquois need to live.</p>

Unit Four Assessment

Description: Students merge their civilization from unit three with a partner’s civilization. Following the merging, students write a reflection describing the role that cooperation and conflict play in the advancement of civilizations.

Suggested Timeline: 6 class periods

Student Directions: Your civilization has suddenly encountered a new civilization. Using the knowledge you’ve gained from about how various civilizations interact with others, merge your two civilizations. Your goal is to create a single civilization which includes the characteristics of civilization we’ve learned. At the end of this task, write a response to the following prompt: Describe the role that cooperation and conflict play in the advancement of civilizations.

To do this:

1. Share both civilizations’ details.
2. Determine the details of each characteristic of civilization (e.g., government, religion, economy) that will exist in your combined civilization.
3. As you decide what details will go into your new civilization, consider:
 - a. What details from your original civilization are you willing to let go?
 - b. What details from your original civilization are you not willing to let go?
 - c. How will you resolve conflicts?

Resources:

- [Blank characteristics of civilizations handout](#)
- Notes and handouts from units one, two, three, and four

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 5.1.4, 5.3.5-6, 5.5.1-2, 5.6.1-2, 5.7.1, 5.8.1, 5.9.1-2. They also meet the expectations for [ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10, SL.5.1a-d, SL.5.6.

Consider providing students with a more detailed [planning organizer](#), which they should use to create their civilization. Determine what you want the final product to be for their civilization. It could be as simple as a completed characteristics of civilizations handout or as complex as a formal product, like a brochure or poster.

Note: The written reflection is the goal of this assessment. The combined civilization task is part of the writing process for students to generate evidence for their reflection.

Grade the combined civilization for a completion grade or similar. Grade the reflection using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Five Overview

Description: Students explore the causes, events, and effects of the French and Indian War to understand why this war marked a turning point in colonial history and the role war plays in how civilizations develop.

Suggested Timeline: 5 weeks

Grade 5 Content	
The French and Indian War	How does war shape the development of civilizations?

Topics (GLEs):

1. [Events of the French and Indian War](#) (5.1.1-4, 5.3.2, 5.3.7, 5.4.2-3, 5.10.1)
2. [Impacts of the French and Indian War](#) (5.1.2-4, 5.3.3, 5.4.2-3, 5.10.1)

Unit Assessment: Students participate in a Socratic seminar in response to the question: How does war shape the development of civilizations? They then write a multiparagraph essay in response to the same question.

Unit Five: The French and Indian War	Topic One: Events of the French and Indian War Topic Two: Impacts of the French and Indian War
Key Connections: <ul style="list-style-type: none"> European rivalries and British economic policy led to conflict and war in Colonial North America. 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> Analyze political cartoons (such as Ben Franklin’s Join or Die) to determine the impact newspapers/political cartoons had on the French and Indian War Read, analyze, and interpret primary sources such as journals and letters describing events and viewpoints of the French and Indian War. Read and analyze the treaty of Paris 1763 to understand the outcomes and agreements at the end of the French and Indian War
5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans	<ul style="list-style-type: none"> Identify and describe the Native American alliances with the British and the French during the French and Indian War
5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements	<ul style="list-style-type: none"> Explain why the French, British, and Native Americans all wanted to control the forks of the Ohio River
5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War	<ul style="list-style-type: none"> Explain why the Virginia Lieutenant Governor sent George Washington to the Ohio Valley, and the outcome of Washington’s journey Explain the impact of George Washington’s 1754 Map of the Ohio on land disputes between the French and British. Explain the economic motivations for France to keep and expand territories in North America Explain the French, British, and British colonists’ motivations for entering into the French and Indian War. Explain the role of alliances between Native Americans and both the French and the British in the F&I War Explain the significance of the Albany Union Plan (first proposal to conceive of the colonies as a collective whole united under one government) Identify George Washington’s attack at Fort Duquesne as the start of French and Indian War
5.4.3 Analyze maps from the Age of Exploration to 1763	<ul style="list-style-type: none"> Analyze a historical/primary map to determine the French and British controlled areas of the Ohio Valley in the mid 18th century to understand the causes of the French and Indian War

<p>5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America</p>	<ul style="list-style-type: none"> • Explain how the events and outcome of the French and Indian War impacted the British Colonists (higher taxes to pay off British war debt, quartering British soldiers) • Explain the terms of the Treaty of Paris • Explain the challenges the colonists faced given the terms of the Royal Proclamation, and the challenges Great Britain faced in enforcing the terms • Describe the purpose and impacts of British actions in its colonies following French and Indian War (Sugar, Stamp, and Quartering Acts) • Explain how the relationship between Britain and its colonies changed after the French and Indian War • Explain the importance of the French and Indian War to the history of the U.S (connection to American Revolution)
<p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p>	<ul style="list-style-type: none"> • Create a timeline of key events during the French and Indian War (George Washington’s journey to the Ohio Valley, British defeat at Fort Duquesne, Massacre at Ft. William Henry, Battle of Quebec, French surrender, Treaty of Paris)
<p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p>	<ul style="list-style-type: none"> • Compare and contrast the points of view of the British government, colonists, French, and Native Americans during the French and Indian War • Compare and contrast British colonists who supported and who opposed fighting with the British in the French and Indian War
<p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<p><i>Options for addressing GLE 5.1.4 in unit 5:</i></p> <ul style="list-style-type: none"> • Conduct historical research on the events and impacts of the French and Indian War • Produce writing to make a claim on whether or not British taxation on the colonies after the French and Indian War was justified.
<p>5.4.2 Analyze a map using a variety of tools</p>	<ul style="list-style-type: none"> • Read and analyze maps outlining British and French territories before and after the French and Indian War

Unit Five Instruction

Topic One: Events of the French and Indian War (5.1.1-4, 5.3.2, 5.3.7, 5.4.2-3, 5.10.1)

Connections to the unit content: Students build understanding of the causes and events associated with the French and Indian War to understand how war contributes to the development of civilizations. The French and Indian War between the British and their colonists and the French and their Native American allies was mostly over land ownership in North America. The war ended with Great Britain increasing the size of their land claims in North America. This was important to Great Britain, as they depended on the British colonies and wanted to ensure their success.

Suggested Timeline: 8 class periods

Use this sample task:

- [The French and Indian War](#)
- Note: Prior to conducting this task with students, review [The French and Indian War, 1754-1763: Teacher Education Toolkit](#) from the National Park Service and “[Milestones: 1750-1755](#)” from the United States Office of Historian to build your background knowledge.

To explore these key questions:

- What were the causes of the French and Indian War?
- What role did Native Americans play in the war and how did its outcome affect them?
- How did the outcome of the French and Indian War shift the balance of power in the New World?

That students answer through these assessments:

- Students label [Washington's Map of the Ohio, 1754](#) and analyze a political cartoon using the [cartoon analysis handout](#). Collect these for grades.
- Students work in groups to explore various documents about the events of the French and Indian War and engage in class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students add to their timeline begun in unit one and their map of [Colonial North America](#). Check these for accuracy.
- Students answer questions about various sources with a partner. If completed in writing, collect these for a grade.
- Students write a paragraph which explains the immediate effects of the French and Indian War. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: The French and Indian War

Unit Five: The French and Indian War, Topic One: Events of the French and Indian War

Description: Students analyze a map created by George Washington to gain an understanding of the British and French fight for control of the Ohio Valley. Students analyze a political cartoon to gain an understanding of the importance of the colonies uniting against the French and Native Americans. Students review additional events of the French and Indian War to consider the motivations and connections among the events and write a paragraph which explains the immediate effects of the war.

Suggested Timeline: 8 class periods

Materials: Students' [map of the Americas](#), students' timeline begun in unit one, students' map of [Colonial North America](#), students' notes and handouts on fur trading from unit three, [Washington's Map of the Ohio, 1754, Join, or Die, cartoon analysis handout](#), [French and Indian War, 1754-1763](#), [French and Indian War timeline](#), [speech by a Chippewa chief to an English trader](#), [excerpts from the Treaty of Paris, 1763](#), [North America, 1762-1783](#), [excerpts from The Royal Proclamation of 1763](#), [conversation stems](#), [discussion tracker](#)

Instructional Process:

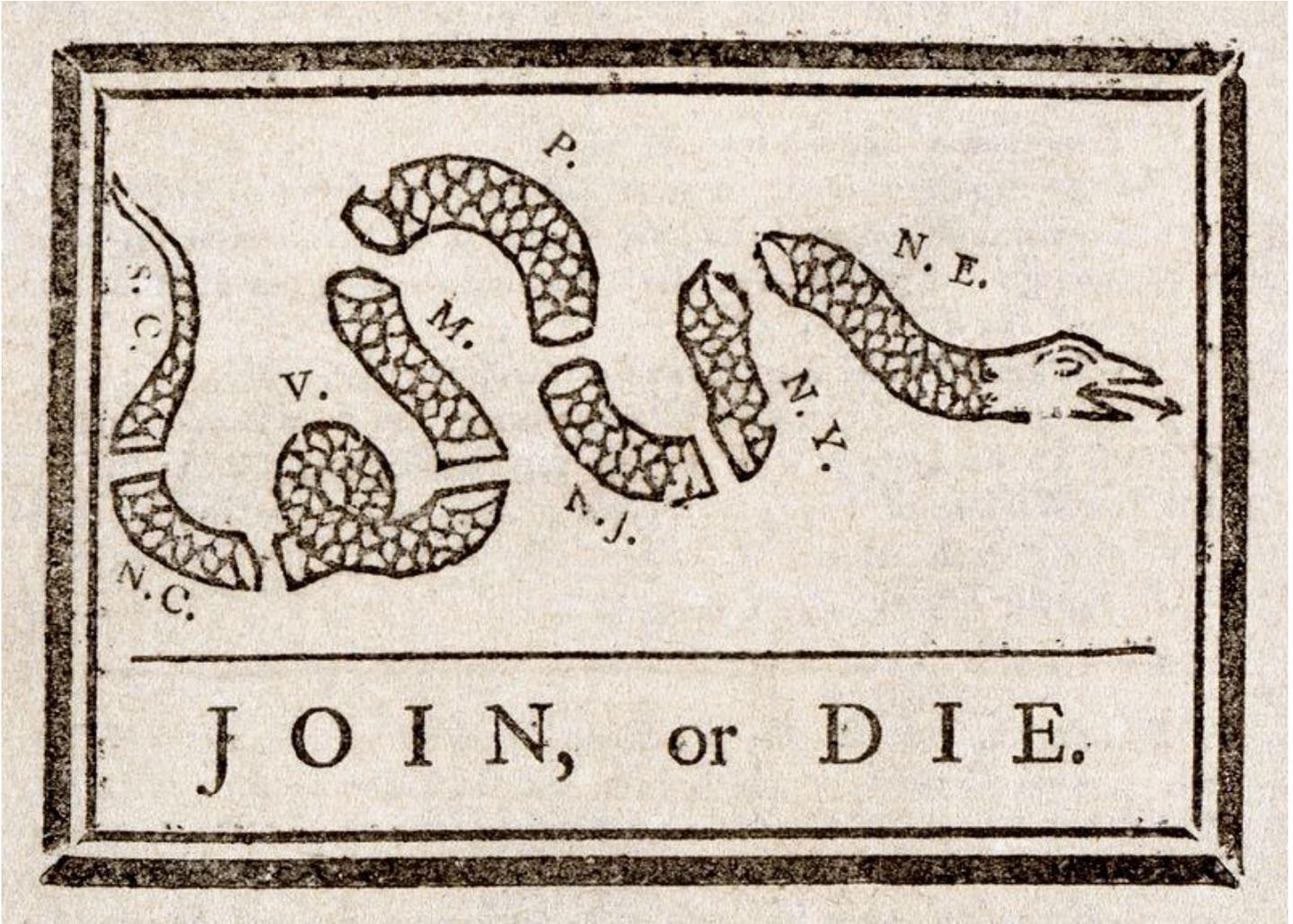
1. Ask students to recall what they know about the French and British in North America leading up to 1753. Direct them to reference their [map of the Americas](#) and timeline begun in unit one, their map of [Colonial North America](#) begun in unit four, and their notes and handouts about fur trading from unit three.
2. Say: "In November 1753, Virginia Lieutenant Governor Robert Dinwiddie sent Major George Washington to the upper Ohio Valley to warn the French that their forts in the upper valley were on British territory. By January 1754, Washington returned with a map that showed the French were well established and prepared to expand their presence."
3. Provide students with access to [Washington's Map of the Ohio, 1754](#) from the Library of Congress.
4. Say: "The purpose of this first part of this task is to determine the value of Washington's journey to the upper Ohio Valley in 1753."
5. Read aloud George Washington's report on the map:
 - a. "The French are now coming from their Forts on Lake Erie and on the Creek to Venango to Erect another Fort. And from thence they design to the Forks of Monongehela and to Log's Town, and so to continue down the River building at the most convenient places in order to prevent our Settlements &ca.
 - b. N.B. A Little below Shanapins Town in the Fork is the place where we are going immediately to Build a Fort as it commands the Ohio and Monongehela."
6. Ask students to locate all parts of the map that Washington refers to in the report, writing an "F" on the locations that Washington described as French and a "B" where he indicated the British would build a fort. Students should also shade in blue all parts of the map that Washington describes as French and shade in red all parts referred to as British forts.

7. Conduct a discussion about Washington’s journey. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the source and outside knowledge to support their answers. Possible questions:
 - a. What was the value of Washington's journey and map to the British?
 - b. Why did the French have forts along the Ohio River?
 - c. Why did the French, British, and Native Americans want control of the forks of the Ohio River?
8. Direct students to add details to their timeline begun in unit one.
9. Explain that Washington’s map convinced Dinwiddie to send soldiers under the command of Major George Washington back to the upper Ohio Valley (near what is now Pittsburgh, Pennsylvania) in the spring of 1754, to enforce the British claim to the Ohio Valley. However, when Washington and soldiers arrived, they discovered that the British colonial trading post was taken over by the French and renamed Fort Duquesne. Washington, set up a new fort (Fort Necessity) nearby and attacked a group of French soldiers. Although the conflict between the French and British had been going on for more than 200 years, this attack is considered the first engagement of the French and Indian War.
10. Say: “In the second part of this task, we will determine the impact Benjamin Franklin’s political cartoon had on the French and Indian War.”
11. Provide students with a copy of [Join, or Die](#), and the [cartoon analysis handout](#) from the National Archives.
12. Have students work with a partner to complete the [cartoon analysis handout](#) as they examine the political cartoon. As needed, provide students with basic information about the image (e.g., the letters stand for various colonies). Note: Another strategy that can be used is [OPTIC](#).
13. Conduct a discussion about the meaning and significance of Franklin’s political cartoon. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the cartoon and outside knowledge to support their answers. Possible questions:
 - a. What do you notice in this political cartoon? What is the main subject?
 - b. What parts, elements, or details of the political cartoon seem important? Why?
 - c. What information does the title add to the political cartoon? What connections or relationships can be made between the words in the title and the individual parts of the political cartoon?
 - d. What conclusions can be drawn about the meaning of the political cartoon as a whole? What is the message?
 - e. This cartoon was published a few weeks before Washington’s attack on the French soldiers in the Ohio Valley in 1754. What does this cartoon communicate about the growing tensions between the British and the French?
 - f. The image shows a snake chopped up into pieces. Based on your knowledge of the colonies, how is this an accurate representation of the colonies in 1754? What does the creator of this image want to happen? What do you already know about the colonies and U.S. History that supports the message shared in this political cartoon?
 - g. Propaganda is a kind of advertisement or information that is shared to promote a particular point of view and motivate people to adopt the same view. Wars are known for their propaganda. How is this political cartoon an example of propaganda from the French and Indian War?

14. Explain that the French and Indian War is known as the Seven Years' War in Europe and that fighting between the British and the French was also happening overseas in Europe. In North America, the name of the war is different because the Native Americans played an important role in the war. The Iroquois became allies of the British because of their hatred for the French, which dated back to 1609 when Samuel de Champlain sided with the Iroquois enemy, the Huron tribe. The Iroquois were part of a league of six Native American nations, called the Iroquois Confederacy, which eventually supported the British. Other Native American tribes, such as the Algonquin, Huron, Mohicans, Ottawas, Ojibwas (Chippewa), and Shawnees, aligned themselves with and fought for the French, who had a longer history of cooperation with Native Americans through the fur trade.
15. Say: "In the last part of this task, we will review additional events of the French and Indian War to consider the motivations and connections among the events and their immediate effects."
16. Divide the class into pairs using an established classroom routine.
17. Provide pairs with a copy of the [French and Indian War, 1754-1763](#) map, the [French and Indian War timeline](#), the [speech by a Chippewa chief to an English trader](#), the [excerpts from the Treaty of Paris, 1763](#), the [North America, 1762-1783](#) map, and [excerpts from The Royal Proclamation](#).
18. Direct students to explore the provided documents, update their map of [Colonial North America](#) and their timeline, and answer the following questions orally or in writing:
 - a. What was the role of alliances in the French and Indian War?
 - b. Who was victorious in the war and what did they get and not get?
 - c. How did the events and outcome of the French and Indian War affect the British colonists?
 - d. How does war shape the development of civilizations?
19. As needed, support pairs in reading the treaty and proclamation by reading all or parts of it aloud or modeling how to make sense of the vocabulary and syntax.
20. Direct students to write a paragraph in which they explain the immediate effects of the French and Indian War. Be sure students provide evidence from the sources and outside knowledge to support their explanation.

Join, or Die.

First published in Benjamin Franklin's *Pennsylvania Gazette* in May 1754



This image is in the public domain. It is available online at

https://commons.wikimedia.org/wiki/File:Benjamin_Franklin_-_Join_or_Die.jpg. Read more about this image [here](#).

OPTIC²²

O	O is for Overview . Describe the main subject of the political cartoon.
P	P is for Parts . What parts, elements, or details of the political cartoon seem important?
T	T is for Title . What information does the title add to the political cartoon?
I	I is for Interrelationships . What connections or relationships can be made between the words in the title and the individual parts of the political cartoon?
C	C is for Conclusion . What conclusion(s) can be drawn about the meaning of the political cartoon as a whole? Summarize the message in one or two sentences.

²² Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

French and Indian War Timeline

- 1753** George Washington visits the Ohio River Valley and creates a map showing French forts established
- 1754** Washington defeats French soldiers in a surprise attack and builds Fort Necessity
The French take Fort Necessity
- 1755** The British seize Acadia (Nova Scotia) and expel the French Acadians, who mostly end up in modern-day Louisiana
British forces are defeated in Pennsylvania, leaving the backwoods of British Territory undefended
- 1756** War is officially declared between Great Britain and France
The French capture Fort Oswego on the banks of the Great Lakes
- 1757** The French are defeated in attack on Fort William Henry
The French attack the British at Fort William Henry and the British surrender the fort to the French
- 1758** The British attack Fort Carillon and are defeated and the British seize Louisbourg, which opens a route to Canada
The French surrender Fort Frontenac on Lake Ontario, which prevents them from communicating with their troops in the Ohio Valley
The British make peace with the Iroquois, Shawnee, and Delaware Indians
The British recapture Fort Duquesne and rename it Pittsburg
- 1759** The British capture the French Island of Guadeloupe in the Caribbean
British take Fort Ticonderoga and Fort Niagara
The French abandon Crown Point, which means the British control the entire western frontier
- 1760** The French lose several battles over Canadian cities
The British flag is raised over Detroit, which effectively ends the war
- 1761** The British make peace with the Cherokee Indians
- 1762** King Louis XV of France gives Louisiana to Spain in the Treaty of Fontainebleau
- 1763** The Treaty of Paris is signed
The Royal Proclamation of 1763 creates a boundary along the Appalachian Mountains; colonists are prevented from settling west of the boundary

Speech by a Chippewa Chief to an English Trader, 1761

Englishman!--You know that the French King is our father. He promised to be such; and we, in return, promised to be his children. This promise we have kept.

Englishman!--It is you that have made war with this our father. You are his enemy; and how then could you have the boldness to venture among us, his children? You know that his enemies are ours....

Englishman!--Although you have conquered the French, you have not yet conquered us! We are not your slaves. These lakes, these woods and mountains, were left to us by our ancestors. They are our inheritance, and we will part with them to none....

Englishman!--Our father, the king of France, employed our young men to make war upon your nation. In this warfare, many of them have been killed; and it is our custom to retaliate, until such time as the spirits of the slain are satisfied. Now the spirits of the slain are to be satisfied in either of two ways. The first is by the spilling of the blood of the nation by which they fell; the other, by covering the bodies of the dead, and thus allaying the resentment of their relations. This is done by making presents.

Englishman!--Your king has never sent us any presents, nor entered into any treaty with us. Wherefore he and we are still at war; and, until he does these things, we must consider that we have no other father, nor friend, among the white men, than the king of France. But, for you, we have taken into consideration, that you have ventured your life among us, in the expectation that we should not [bother] you. You do not come armed, with an intention to make war. You come in peace, to trade with us, and supply us with necessities, of which we are much in want. We shall regard you, therefore, as a brother; and you may sleep tranquilly, without fear of the Chippewa. As a token of our friendship, we present you with this pipe to smoke.

This text is in the public domain.

Source: B.B. Thatcher, *Indian Biography* (New York, 1841), Vol. II, 76-77. The full speech is available at http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=657.

Excerpts from the Treaty of Paris, 1763

The definitive Treaty of Peace and Friendship between the King of England, the King of France, and the King of Spain. Concluded at Paris the 10th day of February, 1763.

Article I. There shall be a Christian, universal, and perpetual peace, as well by sea as by land, and a sincere and constant friendship shall be re-established [. . .] without exception of places or of persons. [. . .]

Article III. All the prisoners made, on all sides, as well by land as by sea, and the hostages carried away or given during the war, and to this day, shall be restored [. . .]. And all the ships of war and merchant vessels Which shall have been taken [. . .] shall likewise be restored....

Article IV. [The French king] renounces all pretensions which he has heretofore formed or might have formed to Nova Scotia or Acadia in all its parts, and guaranties the whole of it [. . .] to the King of Great Britain. Moreover, [the King of France] cedes²³ and guaranties to [the King of Great Britain], in full right, Canada, with all its dependencies [. . .], and in general, everything that depends on the said countries [. . .], which the [. . .] the Crown of France have had till now [are given. . .] to the Crown of Great Britain [. . .] without restriction [. . .].

Article V. The subjects of France shall have the liberty of fishing and drying on a part of the coasts of the island of Newfoundland, such as it is specified in the XIIIth article of the treaty of Utrecht; which article is renewed and confirmed by the present treaty [. . .].

Article VII. In order to re--establish peace on solid and durable foundations, [. . .] it is agreed, that, for the future, [. . .] in that part of the world, shall be fixed irrevocably by a line drawn along the middle of the River Mississippi, from its source to the river Iberville, and from thence, by a line drawn along the middle of this river, and the lakes Maurepas and Pontchartrain to the sea; and for this purpose, [the French king] cedes in full right, and guaranties to [the England] the river and port of the Mobile, and every thing which he possesses, or ought to possess, on the left side of the river Mississippi, except the town of New Orleans and the island in which it is situated, which shall remain to France, provided that the navigation of the river Mississippi shall be equally free, as well to the subjects of Great Britain as to those of France [. . .].

Article VIII. The King of Great Britain shall restore to France the islands of Guadeloupe, of Mariegalante, of Desirade, of Martinico, and of Belleisle; and the fortresses of these islands shall be restored in the same condition they were in when they were conquered by the British arms.... [. . .]

Article XX. ...[The Spanish king] cedes and guaranties, in full right, to [the king of England], Florida, with Fort St. Augustin, and the Bay of Pensacola, as well as all that Spain possesses on the continent of North America, to the East or to the South East of the river Mississippi....

²³ *cedes* means "gives up."

Excerpts from The Royal Proclamation - October 7, 1763

Whereas We have taken into Our Royal Consideration the extensive and valuable Acquisitions in America, secured to our Crown by the late Definitive Treaty of Peace, concluded at Paris. the 10th Day of February last; [. . .] We have thought fit [. . .] to issue this our Royal Proclamation [. . .] that we have [. . .created] Four distinct and separate Governments, styled and called by the names of Quebec, East Florida, West Florida and Grenada, and limited and bounded as follows, viz.

[. . .]

Secondly--The Government of East Florida. bounded to the Westward by the Gulph of Mexico and the Apalachicola River; to the Northward by a Line drawn from that part of the said River where the Chatahouchee and Flint Rivers meet, to the source of St. Mary's River. and by the course of the said River to the Atlantic Ocean; and to the Eastward and Southward by the Atlantic Ocean and the Gulph of Florida, including all Islands within Six Leagues of the Sea Coast.

Thirdly--The Government of West Florida. bounded to the Southward by the Gulph of Mexico. including all Islands within Six Leagues of the Coast. from the River Apalachicola to Lake Pontchartrain; to the Westward by the said Lake, the Lake Maurepas, and the River Mississippi; to the Northward by a Line drawn due East from that part of the River Mississippi which lies in 31 Degrees North Latitude. to the River Apalachicola or Chatahouchee; and to the Eastward by the said River.

[. . .]

And whereas it is just and reasonable, and essential to our Interest, and the Security of our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under our Protection, should not be [bothered] or disturbed in the [. . .] Territories [. . .] reserved to them [. . .] as their Hunting Grounds.--We do therefore, [. . .] declare [. . .] that no Governor or Commander in Chief in any of our Colonies of Quebec, East Florida. or West Florida, do presume [. . .] to grant Warrants of Survey, or pass any Patents for Lands beyond the Bounds of their respective Governments.

[. . .]

And We do hereby strictly forbid, on Pain of our Displeasure, all our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved. without our especial leave and Licence for that Purpose first obtained.

And. We do further [. . .] require all Persons whatever who have [. . .] seated themselves upon any Lands within the Countries above described. or upon any other Lands which [. . .] are still reserved to the said Indians [. . .] to remove themselves from such Settlements....

Unit Five Instruction

Topic Two: Impacts of the French and Indian War (5.1.2-4, 5.3.3, 5.4.2-3, 5.10.1)

Connections to the unit content: Students examine the lasting impacts of the French and Indian War and how those impacts shaped the development United States. The French and Indian War essentially eliminated French colonization in North America, giving Great Britain principle control of North America. However, the British victory was costly, which led them to shift from neglecting the colonies to trying to control them to protect British economic interests. This resulted in many colonists resenting the King of England and ignoring legislation passed and taxes imposed by Great Britain. Because of the impacts of the French and Indian War, it is often referred to as the “war that shaped America’s destiny” or “the war that made America.”

Suggested Timeline: 9 class periods

Use this sample task:

- [The War that Made America](#)

To explore these key questions:

- What were the consequences of the war for the British colonists?
- How did the war change the colonists’ relationship with Great Britain?
- How did the French and Indian War impact the development of the United States?

That students answer through this assessment:

- Students write responses to questions about documents related to the Stamp Act. Collect the written answers for a grade.
- Students engage in several class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students write a claim about the lasting impacts of the French and Indian War. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10)

Grade 5 Instructional Task: The War that Made America

Unit Five: The French and Indian War, Topic Two: Impacts of the French and Indian War

Description: Students review excerpts from the Treaty of Paris and the Royal Proclamation of 1763 to predict problems that might result for the British colonists. Students analyze the motivations of the French king to give up Louisiana to Spain in 1762 and how that affected the results of the war. Students engage in a lesson from the Stanford History Education Group and use their historical thinking skills to understand how the Stamp Act affected the colonists. Students make a written claim for why the French and Indian War “made America” and how war shapes the development of civilizations.

Suggested Timeline: 9 class periods

Materials: [Excerpts from the Treaty of Paris, 1763](#), [North America, 1762-1783](#), [excerpts from The Royal Proclamation of 1763](#), [Estimated Population of the British North American Colonies from 1620 to 1760](#), [Stamp Act lesson](#), [British Acts Passed on the British Colonies](#), [conversation stems](#), [discussion tracker](#)

Instructional Process:

1. Say: “In this task, we will explore the impacts of the French and Indian War to consider the influence of the war on the present-day United States.”
2. Project the [North America, 1762-1783](#) map and read aloud the [excerpts from the Treaty of Paris, 1763](#) and [excerpts from The Royal Proclamation](#).
3. As a class, create a list of the terms of the treaty and the Royal Proclamation of 1763.
4. Conduct a discussion about the purpose of the Treaty of Fontainebleau in 1762. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why would the French king give Louisiana to the King of Spain before the Treaty of Paris was signed in 1763?
 - b. Based on this information, which article in the Treaty of Paris doesn’t have as much impact as it might have had if the Treaty of Paris were to be signed when the war effectively ended?
 - c. Based on that article, what would Great Britain have gained if the treaty were signed in 1760? Why would that have been important?
5. Ask students to recall the motivations for the French and Indian War--why did they fight? Why were both France and England interested in protecting their “property” in North America?
6. Project or provide students with a copy of the [Estimated Population of the British Colonies from 1620 to 1760](#).
7. Conduct a discussion about the purpose and significance of the Royal Proclamation of 1763. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Who has claims on the land west of the proclamation line?
 - b. What are colonists prevented from doing according to the Royal Proclamation of 1763?
 - c. Who is supposed to enforce the terms of the proclamation?

- d. What challenges do you predict the colonists will have?
 - e. Based on what you know about the ability of Great Britain to control trade of the colonies, how well do you think Great Britain will be able to enforce the terms of the proclamation?
 - f. Who else might see that the terms of the proclamation are upheld?
8. Explain that fighting a war (especially one overseas) is expensive, but Great Britain felt an obligation to protect their investment in North America. As a result of the war, Great Britain was in debt, and they felt the colonists owed them for the cost of the war.
 9. Conduct the [Stamp Act lesson](#) from the Stanford History Education Group.²⁴
 10. Project or provide students with a copy of the [British Acts Passed on the British Colonies](#).
 11. Conduct a discussion in which students describe the purpose and impacts of British actions following the French and Indian War. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why did Britain enact new legislation as a result of the French and Indian War?
 - b. How was the British approach with colonies after the war different from that before the war?
 - c. How did colonists respond to the new British approach to governing the colonies?
 - d. How was the relationship between the colonies and Britain impacted by the war?
 12. Say: “The French and Indian War is often referred to as the ‘war that shaped America’s destiny’ and ‘the war that made America.’”
 13. Conduct a discussion in which students consider the reasoning behind these statements. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why is the French and Indian War important to the history of the United States?
 - b. How does Ben Franklin’s political cartoon support these statements?
 - c. What lessons can we learn from the French and Indian War?
 14. After the class discussion, have students write a response that answers the following questions.
 - a. How did the French and Indian War “make America”?
 - b. How does war shape the development of civilizations?

²⁴ Note: Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on “Download Lesson Plan” under the image at the top of the page.

British Acts Passed on the British Colonies

Navigation Acts of 1651 and 1660

Restricted trade between the colonies and other nations in an attempt to protect British economic interests in North America.

Molasses Act of 1733

Required a duty to be paid on imports of molasses/sugar from French and Spanish owned islands, but no duty was owed for imports from the British West Indies; this restricted trade between the colonies and other nations in an attempt to secure greater profits for Great Britain.

Currency Act of 1751

Prohibited the creation of money by New England colonies to ensure the money's value to pay debts owed to British merchants.

Sugar Act of 1764

Amended and replaced the Molasses Act of 1733; it required more duties on imports of molasses/sugar and prohibited ships from transporting commodities directly to the colonies--ships from the Caribbean had to sail to Great Britain, unload their cargo, pay a duty, reload, and then sail to the colonies. The purpose was to ensure the Navigation Acts were enforced.

Stamp Act of 1765

Required the purchase of stamps to be placed on certain documents; its purpose was to raise money for Great Britain, which was the first of its kind. Colonists tolerated the trade acts because they were still earning money as well. This tax, however, was against the colonists directly.

Quartering Act of 1765

Colonial assemblies had to provide housing, food, and drink to British troops stationed in their towns to decrease the cost to Great Britain.

Unit Five Assessment

Description: Students participate in a Socratic seminar in response to the question: How does war shape the development of civilizations? They then write a multiparagraph essay in response to the same question.

Suggested Timeline: 8 class periods

Student Directions: Participate in a Socratic seminar in response to the question: How does war shape the development of civilizations? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer. Following the seminar, write a multiparagraph essay in response to the question: How does war shape the development of civilizations? Use evidence gathered throughout the units and your knowledge of social studies to develop and support your opinion.

Resources:

- [Conversation stems](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 5.1.4. They also meet the expectations for [ELA/Literacy Standards](#): W.5.1a-d, W.5.4, W.5.5, W.5.6, W.5.9b, W.5.10, SL.5.1a-d, SL.5.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. How did the outcome of the French and Indian War shift the balance of power in the New World?
2. What were the consequences of the war for the British Colonists?
3. How did the French and Indian War impact the development of the United States?

Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students. Use the [LEAP assessment social studies extended response rubric](#) to grade the essay. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Grade 5 Learning Tools

The following tools are used in multiple units throughout grade 5.

1. [Characteristics of civilizations](#)
2. [Estimated Population of the British North American Colonies from 1620 to 1760](#)
3. [North America, 1762-1783](#)
4. [Conversation stems](#)
5. LEAP assessment social studies extended response rubric
 - a. [Content](#)
 - b. [Claims](#)
6. [Discussion tracker](#)

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Estimated Population of the British North American Colonies from 1620 to 1760²⁵

Year	1620	1640	1660	1680	1700	1720	1740	1760
Total Population	500	26,600	75,100	151,500	250,900	466,200	905,600	1,593,600

Year	1620	1640	1660	1680	1700	1720	1740	1760
Maine ²⁶		900						20,000
New Hampshire				2,000	5,000	9,400	23,300	39,100
Plymouth ²⁷	100	1,000	2,000	6,400				
Massachusetts		10,900	21,700	39,800	55,900	91,000	151,600	202,600
Rhode Island		300	1,500	3,000	5,900	11,700	25,300	45,500
Connecticut		1,500	8,000	17,200	26,000	58,800	89,600	142,500
New England Total Population (% African American)	100 (0%)	13,700 (1.5%)	33,200 (1.8%)	68,500 (0.7%)	92,800 (1.8%)	170,900 (2.3%)	289,700 (2.9%)	449,600 (2.8%)

Year	1620	1640	1660	1680	1700	1720	1740	1760
New York		1,900	4,900	9,800	19,100	36,900	63,700	117,100
New Jersey				3,400	14,000	29,800	51,400	93,800
Pennsylvania				700	18,000	31,000	85,600	183,700
Delaware			500	1,000	2,500	5,400	19,900	33,300
Middle Colonies Total Population (% African American)		1,900 (10.5%)	5,400 (11.1%)	14,900 (10.1%)	53,600 (6.9%)	103,100 (10.5%)	220,600 (7.5%)	427,900 (6.8%)

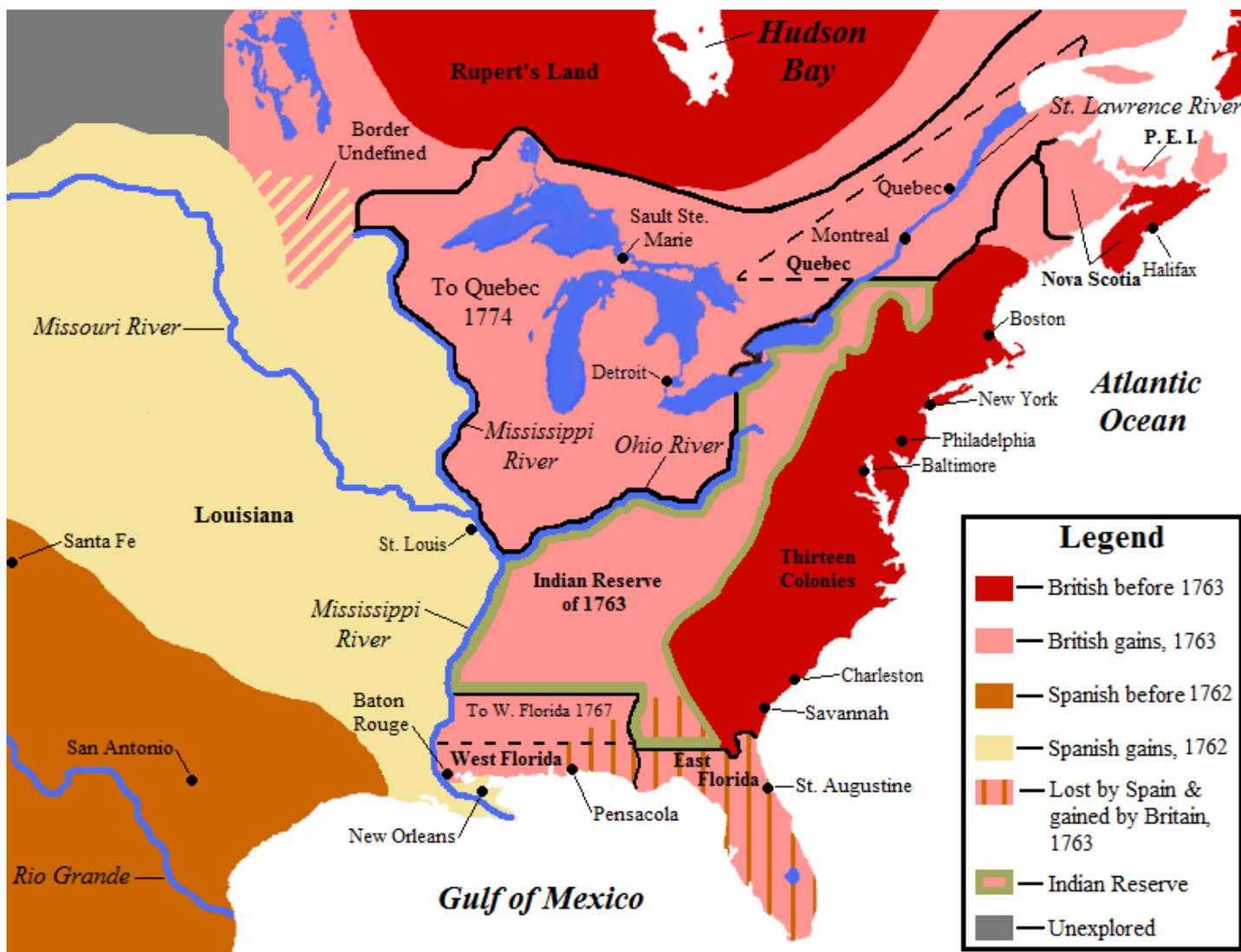
²⁵ Information from <http://www2.census.gov/prod2/statcomp/documents/CT1970p2-13.pdf>. The census numbers did not include Native Americans until 1860. Chart adapted from https://en.wikipedia.org/wiki/Demographic_history_of_the_United_States.

²⁶ Maine was part of Massachusetts from 1652 until it became a state in 1820.

²⁷ Plymouth lost its charter in 1690 and became part of Massachusetts.

Year	1620	1640	1660	1680	1700	1720	1740	1760
Maryland		500	8,400	17,900	29,600	66,100	116,100	162,300
Virginia	400	10,400	27,000	43,600	58,600	87,800	180,400	339,700
North Carolina			1,000	5,400	10,700	21,300	51,800	110,400
South Carolina				1,200	5,700	17,000	45,000	94,100
Georgia							2,000	9,600
Southern Colonies Total Population (% African American)	400 (0%)	11,000 (1.8%)	36,400 (4.7%)	68,100 (7.3%)	104,600 (21.5%)	192,300 (28.1%)	395,300 (31.6%)	716,000 (39.7%)

North America, 1762-1783



Map by Jon Platek. Licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Available online at <https://commons.wikimedia.org/wiki/File:NorthAmerica1762-83.png>.

Grades 3-5 Conversation Stems²⁸

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What do you think about ____? • How did you answer __[the question]__? 	
<ul style="list-style-type: none"> • What is the most important idea you are communicating? • What is your main point? 	<ul style="list-style-type: none"> • Overall what I'm trying to say is ____. • My whole point in one sentence is ____.
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Let me see if I heard you correctly. Did you say ____? • I heard you say _____. Is that correct? • Put another way, are you saying ____? 	<ul style="list-style-type: none"> • Yes/no. I said ____.
<ul style="list-style-type: none"> • Tell me more about ____ or Say more about ____. • I'm confused when you say _____. Say more about that. • Give me an example. 	<ul style="list-style-type: none"> • Sure. I said __[restate what was said and add further explanation or examples]__. • An example is ____ because __[explain why]__.
<ul style="list-style-type: none"> • Who can rephrase what X said? 	<ul style="list-style-type: none"> • ____ said ____.
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What from the source(s) makes you think so? • How do you know? Why do you think that? • Explain how you came to your idea. 	<ul style="list-style-type: none"> • According to the source _____. This means _____. • If you look at _____, it says _____. This means _____. • I think _____ because _____.
Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Who can add to what X said? 	<ul style="list-style-type: none"> • Adding to what X said, _____. • I agree, and I want to add _____.
<ul style="list-style-type: none"> • Who agrees/disagrees with X? 	<ul style="list-style-type: none"> • What X said supports what I am saying because _____. • I agree/disagree with X because _____. • I see it similarly/differently because _____.
<ul style="list-style-type: none"> • How does that idea compare with X's idea? • What do you think about X's idea? 	<ul style="list-style-type: none"> • X's point _____ is important/flawed because _____.
<ul style="list-style-type: none"> • Whose thinking has changed as a result of this conversation? How and why has it changed? 	<ul style="list-style-type: none"> • Before I thought _____, but now I think _____ because _____. • My new thinking is _____ because _____.
<ul style="list-style-type: none"> • Now that you've heard __[summarize the conversation so far]__, what are you thinking? What are you still wondering about? 	<ul style="list-style-type: none"> • I still think _____, but now I wonder _____.

²⁸ Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

LEAP Assessment Social Studies Extended Response Rubric

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of [insert ER item text] by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of [insert ER item text] by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of [insert ER item text] by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of [insert ER item text] by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	<p>The student's response is blank, incorrect or does not address the prompt.</p>

Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	<p>The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.</p>

