

## Fairfield Township School District

### Curriculum Guide Grade 5

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| <b>Subject: Social Studies</b>   | <b>Grade Level: 5</b>  |
| <b>Unit 1: Three Worlds Meet (Beginning to 1620)</b>   | <b>Pacing: 10 weeks (Sept. – mid-Nov.)</b>   |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>   |
| <p>How did the interactions with Europeans affect the indigenous societies in the Western Hemisphere?</p> <p>How did European exploration affect the global economic and cultural exchange into the Western Hemisphere?</p> <p>How does the environment affect the ways early people and Native Americans moved from place to place?</p> | <p><b>Three Worlds Meet</b></p> <p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p>Early people moved from place to place following their food source until they acquired the agricultural skills.</p> <p>Native Americans moved from place to place due to food supply and climate conditions.</p> |
| <b>Core Standards</b>  | <b>Classroom Applications</b>  |
| <p><b>A. Civics, Government, and Human Rights</b><br/> <b>6.1.8.A.1.a</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>● Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> </ul>   |

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| <p><b>B. Geography, People, and the Environment</b></p> <p><b>6.1.8.B.1.a</b> Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p><b>6.1.8.B.1.b</b> Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p><b>C. Economics, Innovation, and Technology</b></p> <p><b>6.1.8.C.1.a</b> Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p><b>6.1.8.C.1.b</b> Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>6.1.8.D.1.a</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p><b>6.1.8.D.1.b</b> Explain how interactions among African, European, and Native</p> | <ul style="list-style-type: none"><li>● Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</li><li>● Evaluate the impact of science, religion, and technology innovations on European exploration.</li><li>● Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li><li>● Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li><li>● Explain how interactions among African, European, and Native American groups began a cultural transformation.</li><li>● Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b><br/>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> |
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| <p>American groups began a cultural transformation.</p> <p><b>6.1.8.D.1.c</b> Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</p>  | <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p> |
| <p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>   |  |
| <p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <ul style="list-style-type: none"> <li>● Mentor Texts: <ul style="list-style-type: none"> <li>○ <u>A History of US: Making Thirteen Colonies (1600-1740)</u>, by Joy Hakim</li> <li>○ <u>Nations of the Northeast Coast</u>, by Molly Aloian &amp; Bobbie Kalman</li> <li>○ <u>Journeys in Time: A New Atlas of American History</u>, by Elspeth Leacock and Susan Buckley</li> <li>○ <u>Where do you think you're going, Christopher Columbus?</u>, By Jean Fritz</li> <li>○ <u>Encounter</u>, by Jane Yolen</li> <li>○ <u>The Discovery of the Americas: From Prehistory Through the Age of Columbus</u>, by Betsy and Giulio Maestro</li> <li>○ <u>Exploring the Americans</u>, by Ted Schaefer</li> <li>○ <u>Exploration and Conquest: The Americas After Columbus: 1500-1620</u>, by Betsy and Giulio Maestro</li> </ul> </li> </ul> |  |

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- Finding Providence: The Story of Roger Williams, by Avi
- If you sailed on . . . The Mayflower in 1620, by Ann McGovern
- The Pilgrims of Plimoth, by Marcia Sewall
- Can't you make them behave, King George?, by Jean Fritz
  
- Our Nation (textbook)
  - Chapter 1- Peopling the Western Hemisphere
  - Chapter 2- Native Americans
  - Chapter 3 – The Age of Exploration
  - Chapter 4 – Contact and Exploration
  
- Harcourt Brace (textbook)
  - Chapter 1- The First Americans
  - Chapter 2- Indians of North America
  - Chapter 3- The Age of Exploration
  - Chapter 4- Encounters in the Americas
- <http://www.njamistadcurriculum.net/>

### **Unit Assessment Opportunities:**

- Journal Entries and Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

### **Curriculum Guide**

**Subject: Social Studies**

**Grade Level: 5**

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| <b>Unit 2: Colonization and Settlement (1585 – 1763)</b>  | <b>Pacing:10 weeks (mid-Nov. – mid-Feb.)</b>   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   |
| <p>How did climate and geographic features, and other available resources, distinguish the three regions from each other?</p> <p>How did the economic specializations of New England, Mid-Atlantic, and Southern colonies to depend on each other?</p> <p>What are the benefits and drawbacks of specialization and trade, and how climate and geography affect the economy of the colonies?</p> <p>How did the people use their natural resources of their regions to earn a living?</p> <p>How did the slave labor system and the loss of Native American lives impact the development of the United States and American culture?</p> | <p><b>Colonization and Settlement</b></p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>Life in the colonies reflected the geographical features of settlements.</p> <p>Geography and climate determine the natural resources in a region.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p> |
| <b>Core Content Standards</b>   | <b>Classroom Applications</b>  |

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| <p><b>A. Civics, Government, and Human Rights</b><br/><b>6.1.8.A.2.a</b> Determine the roles of religious freedom and participatory government in various North American colonies.<br/><b>6.1.8.A.2.b</b> Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.<br/><b>6.1.8.A.2.c</b> Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p><b>B. Geography, People, and the Environment</b><br/><b>6.1.8.B.2.a</b> Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.<br/><b>6.1.8.B.2.b</b> Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p><b>C. Economics, Innovation, and Technology</b></p> | <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"><li>● Determine the roles of religious freedom and participatory government in various North American colonies.</li><li>● Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li><li>● Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</li><li>● Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.</li><li>● Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</li><li>● Compare the practice of slavery and indentured servitude in Colonial labor systems.</li><li>● Explain the system of mercantilism and its impact on the economies of the colonies and European countries.(Trade)</li><li>● Analyze the impact of triangular trade on multiple nations and groups.</li><li>● Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</li><li>● Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b><br/>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> |
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| <p><b>6.1.8.C.2.a</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.8.C.2.b</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>6.1.8.C.2.c</b> Analyze the impact of triangular trade on multiple nations and groups.</p> <p><b>6.1.8.C.4.c</b> Analyze how technological innovations affected the status and social classes of different groups of people, and explain the outcomes that resulted.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>6.1.8.D.2.a</b> Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.8.D.2.b</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p><b>6.1.8.D.4.a</b> Analyze the push- pull factors that led to increases in immigration, and explain why ethnic and</p> | <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p> |
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culture conflicts resulted.

**6.1.8.D.4.c** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

### **E. Reading Informational Text**

**LA.5.RI.5.1-** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**LA.5.RI.5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**LA.5.RI.5.7-** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

### **F. Writing**

**LA.5.W.5.1.D** - Provide a conclusion related to the opinion presented.

### **G. Presentation of Knowledge and Ideas**

**LA.5.SL.5.4** - Report on a topic or text or present an

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opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

- Mentor Texts:
  - A History of US: Making Thirteen Colonies (1600-1740), by Joy Hakim
  - The British Colonies in North America, by Peter Benoit
  - The British Colonies: The Story of America, by M. Alexander Harasymiw
  - You Wouldn't Want to Be an American Colonist! A Settlement You'd Rather Not Start, by Jacqueline Morley
  - Colonial Times from A to Z, by Bobbie Kalman
  - If You . . . Lived in Colonial Times, by Ann McGovern
  - If You . . . Lived 100 Years Ago, by Ann McGovern
  - If You . . . Lived in Williamsburg in Colonial Days, by Barbara Brenner
  - Historic Communities: A Colonial Town-Williamsburg, by Bobbie Kalman
  - African Americans in the Thirteen Colonies, by Michael Burgan
  
- Our Nation (textbook)
  - Chapter 5 – The Settlement of North America
  - Chapter 6 – Establishment of the 13 English Colonies
  - Chapter 7 – Life in the Colonies

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- Chapter 8 – European Rivalries in North America (Lessons 1-2)
- Harcourt Brace (Textbook)
  - Chapter 5- Europeans Settle Throughout America
  - Chapter 6- Life in the British Colonies
- <http://www.njamistadcurriculum.net/>

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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### Curriculum Guide

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| <b>Subject: Social Studies</b>  | <b>Grade Level: 5</b>   |
| <b>Unit 3: Revolution and the New Nation (1754 – 1820’s)</b>  | <b>Pacing: 16 weeks (mid-Feb. – June)</b>   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  |
| <p>How did conflicts over land lead to war between Britain and France?</p> <p>How did the taxes passed by Parliament impact the colonists?</p> <p>Why did some colonists remain loyal to the British during the American Revolution and what impact did this have on the war?</p> <p>Did the Declaration of Independence help everyone in the same way?</p> <p>How did the disputes over political authority and economic issues contribute to a movement for independence in the colonies?</p> | <p><b>Revolution and the New Nation</b></p> <p>Conflict over land in North America o a war between Britain and France, resulting in Britain refusing to allow colonists to settle on its newly won lands.</p> <p>Parliament passed new tax laws that angered the colonists. As more laws were passed, the colonists began to band together and work together.</p> <p>Colonial leaders prepared for war and cut their ties to the British government, although people in the U.S. had differing views about independence.</p> <p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today</p> |

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| <p>What was the role of the fundamental principles of the United States Constitution in the foundation of the United States government today?</p>  |  |
| <b>NGSS Standards</b>  | <b>Classroom Applications</b>  |
| <p><b>A. Civics, Government, and Human Rights</b><br/> <b>6.1.8.A.3.a</b> Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.<br/> <b>6.1.8.A.3.b</b> Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.<br/> <b>6.1.8.A.3.c</b> Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> | <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>● Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</li> <li>● Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</li> <li>● Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> <li>● Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</li> <li>● Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</li> <li>● Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</li> <li>● Evaluate the impact of the Constitution and Bill of Rights on current day issues.</li> <li>● Assess how conflicts and alliances among</li> </ul> |

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| <p><b>6.1.8.A.3.d</b> Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p><b>6.1.8.A.3.e</b> Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p><b>6.1.8.A.3.f</b> Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p><b>6.1.8.A.3.g</b> Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p><b>6.1.8.A.4.a</b> Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p><b>B. Geography, People, and the Environment</b></p> <p><b>6.1.8.B.3.a</b> Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American</p> | <p>European countries and Native American groups impacted the expansion of the American colonies.</p> <ul style="list-style-type: none"><li>● Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</li><li>● Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</li><li>● Explain why New Jersey's location played an integral role in the American Revolution.</li><li>● Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</li><li>● Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</li><li>● Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</li><li>● Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</li><li>● Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li><li>● Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</li><li>● Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</li><li>● Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern</li></ul> |
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| <p>colonies.</p> <p><b>6.1.8.B.3.b</b> Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p><b>6.1.8.B.3.c</b> Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p><b>6.1.8.B.3.d</b> Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p><b>6.1.8.B.4.a</b> Assess the impact of the Louisiana Purchase and Western exploration on the expansion and economic development of the United States</p> <p><b>C. Economics, Innovation, and Technology</b></p> <p><b>6.1.8.C.3.a</b> Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p><b>6.1.8.C.3.b</b> Summarize the</p> | <p>planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <ul style="list-style-type: none"> <li>● Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</li> <li>● Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b><br/> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p> |
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effect of inflation and debt on the American people and the response of state and national governments during this time.

**6.1.8.C.3.c** Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country

### **D. History, Culture, and Perspectives**

**6.1.8.D.3.a** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

**6.1.8.D.3.b** Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**6.1.8.D.3.c** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

**6.1.8.D.3.d** Analyze how prominent individuals and

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other nations contributed to the causes, execution, and outcomes of the American Revolution.

**6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1.8.D.3.f** Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

**6.1.8.D.3.g** Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

### **E. Reading Informational Text**

**LA.5.RI.5.1-** Quote accurately from a text and make relevant connections

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when explaining what the text says explicitly and when drawing inferences from the text.

**LA.5.RL.5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**LA.5.RL.5.7-** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

### **F. Writing**

**LA.5.W.5.1.D** - Provide a conclusion related to the opinion presented.

### **G. Presentation of Knowledge and Ideas**

**LA.5.SL.5.4** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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### Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

#### ● Mentor Texts:

- The Boston Tea Party by Matt Doeden
- Boston Tea Party by Pamela Duncan Edwards
- Liberty! How the Revolutionary War Began by Lucille Recht Penner
- Let It Begin Here! First Battles of the American Revolution by Dennis Brindell Fradin
- Can't you make them behave, King George? Jean Fritz
- George vs. George: The American Revolution as see from Both Sides by Rosalyn Schanzer
- If you ...Lived at the Time of the American Revolution by Kay Moore
- Magic Tree House - Fact Tracker: American Revolution by Mary Pope Osborne
- The Revolutionary War by Brendan January
- The American Revolution by Alden R. Carter
- Winter at Valley Forge by Matt Doeden
- And then what happened, Paul Revere? by Jean Fritz
- Who Was George Washington? by Roberta Edwards
- Buttons for General Washington by Peter and Connie Roop
- Phoebe the Spy by Judith Berry Griffin
- Heroes of the Revolution by David A. Adler
- Will you sign here, John Hancock? by Jean Fritz
- A More Perfect Union: The Story Of Our Constitution by Betsy Maestro
- Shh! We're writing the Constitution by Jean Fritz
- John Adams and Thomas Jefferson: Two Friends by Teresa Noel Celsi
- Ben Franklin and His Notebooks by Ben Horowitz
- What's the big idea, Ben Franklin? by Jean Fritz

#### Our Nation (textbook)

- Chapter 8 – European Rivalries in North America (Lessons 3)
- Chapter 9 – Breaking Ties with Great Britain

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- Chapter 10 – The American Revolution
- Chapter 11 – The Constitution of the United States
- Chapter 12- The Young United States (Lessons 1-2)
  
- Harcourt Brace (textbook)
  - Chapter 8- The War for Independence
  - Chapter 9- The Constitution
  - Chapter 10- A New Government Begins
  
- <http://www.njamistadcurriculum.net/>
  
- Videos:
  - *Liberty Kids*

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test