

Fall 2010

# Fifth Grade Year Long Social Studies Unit Plan

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FIFTH grade  
Year LONG SOCIAL STUDIES UNIT PLAN

CREATED BY

*Jenna Hagen*



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**Lesson Plan Title:**

How did we get here?

**Concept / Topic to Teach:**

Migration Routes to North America/First Native Americans

**Standards Addressed:**

6 - W1.1.1 Describe the early migrations of people among Earth's continents (including the Bering Land Bridge).

6 - W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

**General Goal(s):**

Introduce students to how people first traveled to North America before European Exploration.

**Specific Objectives:**

The learner will define the following: Bering Strait Land Bridge, Nomads, hunters, gatherers, migration, adapt and environment.

The learner will draw the route the first migration route to North America.

**Required Materials:**

Poster with vocabulary words listed

Maps of the Bering Strait Land Bridge

World maps

Colored pencils

**Anticipatory Set (Lead-In):**

To begin the lesson I will ask students to stand around the room around their seats. I will then tell students if they could pick any spot in the room where would they go and why would they go there? I would then give the students 30 seconds to go to the area in the room they desire to sit at for the rest of the lesson. Once students are seated I will ask several students why they chose that area.

*This activity will simulate people migrating to a new land for different reasons such as environment (comfort level of area), where others' chose (following friends) or what they can gain from the land.*

**Step-By-Step Procedures:**

1. Once students are in their seats for the lesson, as stated above in the anticipatory set, begin to discuss hunters and gatherers.
2. Have students write a definition for hunters and gatherers in their social studies notebook.
3. Discuss Nomads and migration routes. Have students write definitions for those words in their social studies notebook.
4. Show students a map of the Bering Strait Land Bridge. Explain that the first Native Americans travelled down that land bridge into North America.
5. Have students write a definition of Bering Strait Land Bridge in their social studies notebook.

**Plan for Independent Practice:**

For the independent practice students will be expected to draw the route the first Native Americans took coming into North America. This will be done on the map of the Bering Strait Land Bridge. Students will also be expected to circle where the land bridge was on a modern world map.

**Closure (Reflect Anticipatory Set):**

Have students returned to their original desks. Ask students to imagine if tomorrow they came in and it was very cold at their seat or unbearable hot, and what they would do to help warm/cool themselves. This will lead into the next lesson.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding of the lesson.

**Lesson Plan Title:**

How did we get here?

**Concept / Topic to Teach:**

Migration Routes to North America/First Native Americans

**Standards Addressed:**

6 - W1.1.1 Describe the early migrations of people among Earth's continents (including the Bering Land Bridge).

6 - W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

**General Goal(s):**

Introduce students to how people first traveled to North America before European Exploration. Discuss how the first Native Americans needed to adapt to their environments.

**Specific Objectives:**

The learner will define the following: Bering Strait Land Bridge, Nomads, hunters, gatherers, migration, adapt and environment.

The learner will identify ways the first Native Americans adapted to their new environments.

**Required Materials:**

Poster of vocabulary words

Social studies notebooks

Fan

Heat lamp

History Alive! student textbook

**Anticipatory Set (Lead-In):**

To get students thinking about environment and adaptations I will use a large fan and heat lamp to illustrate cooler and warmer temperatures. I will fan half of the class and I will heat the other half in hopes to have certain students want to move somewhere else. I will then explain and demonstrate how students represent some of the first Native Americans that needed to adapt to their environments.

**Step-By-Step Procedures:**

1. Have students brainstorm what environment and adapting might mean.
2. Read with students chapter 2 sections 4 and 5 of History Alive! America's Past
3. Have students write definitions for environment and adapt in their social studies notebook.
4. Have students give examples of adaptations they make in their environments.

**Plan for Independent Practice:**

Students will give 3 examples of adaptations they make in their environments by writing a list.

**Closure (Reflect Anticipatory Set):**

To close I will show students pictures of hunters and gatherers and ask them to think about how life would be relying on where your food was. This will prepare them for the next day's lesson.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**

How did we get here?

**Concept / Topic to Teach:**

Migration Routes to North America/First Native Americans

**Standards Addressed:**

6 - W1.1.1 Describe the early migrations of people among Earth's continents (including the Bering Land Bridge).

6 - W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

**General Goal(s):**

Introduce students to how people first traveled to North America before European Exploration. Discuss how hunters and gatherers lived. Briefly explain why hunters and gatherers slowly diminished.

**Specific Objectives:**

The learner will compare themselves to hunters and gatherers using an organization chart.

**Required Materials:**

Poster of vocabulary words

Social studies notebooks

Pictures of hunters and gatherers

**Anticipatory Set (Lead-In):**

I will divide the classroom into four sections and have students in four groups. I will assign one group member as the head of that "tribe". I will have each section contain tootsie rolls near the outside edge of each "land". The students will be asked to collect as many tootsie rolls in 5 seconds. I will explain expectations (no pushing or shoving/work together) before starting the time. When the 5 seconds are done students will be asked to freeze. The goal of this anticipatory set is to have most of the tootsie rolls gone from the outside edge of the groups' sections.

**Step-By-Step Procedures:**

1. I will have students return to their seats to discuss the activity they just participated in.

2. I will have students describe how it felt to only have a few seconds with a few tootsie rolls.
3. I will ask students what if the tootsie rolls ran out?
4. I will then explain this is how hunters and gatherers lived. They moved to where their food was and used all the resources then moved on to new land.
5. I will have students write a definition for hunters and gatherers in their social studies notebook.
6. I will then have students compare their lives to hunters and gatherers. Since it should be easier for students to determine differences I will do a whole class discussion on similarities i.e. adults go to where jobs are or basic needs for survival.

**Plan for Independent Practice:**

Students will give at least 4 differences between themselves and hunters and gatherers.

**Closure (Reflect Anticipatory Set):**

To close I will take the tootsie rolls the students had and put them in the middle where the four sections come together. I will give groups another 5 seconds to collect as many tootsie rolls as possible. I will then discuss briefly that soon hunters and gatherers began converging land with other groups because resources overlapped. I will also explain how farming began and how groups would stay in one place where their crops were grown.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**  
Northwest Region

**Concept / Topic to Teach:**  
Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 - U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Anticipatory Set (Lead-In):**

To activate prior knowledge from 4<sup>th</sup> grade, I will ask the students about the regions of the United States. I will have students discuss what they learned about each region and lead into different Native American regions.

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.

3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**

Californian Intermountain Region

**Concept / Topic to Teach:**

Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 - U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**  
Southwest Region

**Concept / Topic to Teach:**  
Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 - U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**  
Plateau Region

**Concept / Topic to Teach:**  
Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 - U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**  
Great Plains Region

**Concept / Topic to Teach:**  
Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.
- 5.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**  
Southeast Region

**Concept / Topic to Teach:**  
Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.
4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**

Eastern Woodland Region

**Concept / Topic to Teach:**

Native American Regions

**Standards Addressed:**

5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 - U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

5 - U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

**General Goal(s):**

Allow students to learn new Native American cultures other than those from the region they live. Also, this lesson will incorporate technology and practicing internet skills.

**Specific Objectives:**

The learner will locate the region on a map.

The learner will write how American Indians adapted to their environment.

The learner will list foods and plants in the region.

The learner will list houses and clothing from the region.

**Required Materials:**

Website:

Attached worksheet

Computer lab

**Step-By-Step Procedures:**

1. Have students get on the website listed above.
2. Model how to explore the website and find information.
3. Pass out the attached worksheet for students to fill in and find important information.

4. Give students 40 minutes of research time in order to complete the worksheet.

**Plan for Independent Practice:**

The computer research will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

At the end of the 40 minute research time discuss with students what they were able to find. Play a 5-10 minute game of 2 truths and a lie. See if students can determine the 2 truths about the region and the lie of the region.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Summative Assessment:**

After all regions have been researched online the learner will create a poster of one of the regions. The learner should include the following: house type, natural resources, food, clothing, region name, location and two interesting facts.

**Lesson Plan Title:**

You as an Explorer!

**Concept / Topic to Teach:**

Early American Exploration

**Standards Addressed:**

- 5-U.1.2.1 Explain the technological and political developments that made sea exploration possible.
- 5-U.1.2.2 Use case studies of individual explorers, and stories of life in Europe, to compare the goals, obstacles, motivations and consequences for European exploration and colonization of the Americas.

**Specific Objectives:**

The learner will identify and define the following terms: exploration, explorer, compass, astrolabe, navigation, New World.

The learner will identify the technological advances that made exploration possible.

**Required Materials:**

Video tour of GVSU Allendale Campus (projector, computer)

Vocabulary poster with the words for the lesson

Students' social studies notebooks (for notes)

Scavenger hunt clues

**Anticipatory Set (Lead-In):**

Watch a video of exploring Grand Valley's campus. Have students pay close attention to the features they see. They should take notes on what they see and what they can identify.

**Step-By-Step Procedures:**

Vocabulary-Have students use their social studies notebooks to write down the vocab. words and definitions. The teacher will model this part of the lesson on the Elmo. The teacher will ask for volunteers of any student that may know a word and the meaning of the word, or if any student recognizes a word and discuss what the word might mean.

Scavenger Hunt-Split students into groups depending on their understanding. Groups should be in numbers of 6-8. Give students clues to begin

searching for the unfamiliar place. The next clue will be at the next stop and so on. Students will have decoder tools to help them discover their new land.

**Plan for Independent Practice:**

N/A for this lesson

**Closure (Reflect Anticipatory Set):**

To finish this lesson I will put on a Viking's hat and ask if they have ever seen such a hat before. If a student answers correctly he/she can receive a reward ticket. The purpose of this closure is to get students excited for the next lesson.

**Assessment Based On Objectives:**

Have students write an exit card about two things they learned about exploration from this lesson.

**Possible Connections to Other Subjects:**

The scavenger hunt activity can be done in the same format for other subjects such as math facts or the writing process.

**Lesson Plan Title:**

Viking it and Liking it!

**Concept / Topic to Teach:**

Early American Exploration

**Standards Addressed:**

5-U1.2.1 Explain the technological and political developments that made sea exploration possible.

**Specific Objectives:**

The learner will describe areas the Vikings explored.

The learner will name and describe two types of ships the Vikings used.

**Required Materials:**

Pictures of Viking longships

Chairs in close quarters

Meter sticks to represent oars

Large map of the world as a poster

Longship cut outs to put on the map

Maps to color Viking exploration

Construction paper

Glue

Scissors

Tape

**Anticipatory Set (Lead-In):**

The teacher will ask students to create a hat without telling students what kind of hat. After the hat is made students can guess what the class will be learning about.

**Step-By-Step Procedures:**

1. Create the Viking hats with students.
2. Have students guess what the learning topic is.
3. Say the Statement of Purpose
4. Read to students an excerpt of Viking longships.
5. Show students a picture of the longships.
6. Recreate life in the longships by having students sit in close quarters.

7. Have students reflect on that activity.
8. Have students read about where the Vikings travelled and place ships on the map of these travels.
9. Model the independent practice.
10. Give students time to complete independent practice.

**Plan for Independent Practice:**

Students will be asked to compare Viking exploration to European explorers.

**Closure (Reflect Anticipatory Set):**

Students will watch the video Viking it and Liking it! from the Time Warp Trio collection to conclude the information learned about Vikings.

**Assessment Based On Objectives:**

The teacher will check for understanding by assessing the independent practice and by observing classroom participation during class discussion and reading.

**Lesson Plan Title:**

The Truth about Columbus

**Concept / Topic to Teach:**

Early American Exploration

**Standards Addressed:**

- 5-U.1.2.2 Use case studies of individual explorers, and stories of life in Europe, to compare the goals, obstacles, motivations and consequences for European exploration and colonization of the Americas.
- 5 - U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

**Specific Objectives:**

The learner will recognize how Columbus' discoveries affected the Native Americans.

The learner will be able to write a journal entry about Columbus' first step on American ground from the Native American point of view.

The learner will recognize the characteristics of Columbus by completing a character sketch of him, and having three characteristics in order to pass.

**Required Materials:**

Large paper (4)

Different colored markers (4)

Reader's Theater

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/columbus.html>

Paper (lined and white) for character sketch and journal entry

Markers, crayons, colored pencils

Read along highlighters for students that have difficulty following along

Character Sketch template (attached)

Timeline

Choice sheets for Above Level Learners

Christopher Columbus Song (anticipatory set)

<http://www.theholidayzone.com/columbus/songs.html>

### **Anticipatory Set (Lead-In):**

To get the students thinking about Christopher Columbus have students sing along to the song attached to activate prior knowledge.

On the second day have students act out the reader's theater in a minute or two to review what the class learned from the previous day.

On the third day have three-four students share their character sketches for the class to help students remember the past two day's activities.

### **Step-By-Step Procedures:**

#### **Day One**

1. Put the song on the Elmo to have students sing along with the teacher to activate prior knowledge.
2. Put the class into four groups and have them do the pre-assessment activity (write information the group knows on the four questions listed above).
3. Give students background information on Christopher Columbus, if necessary (evaluate pre-assessment materials to determine how much information is needed)
4. Pass out reader's theaters and assign roles.
5. Have the class read the reader's theater.
6. Discuss any questions about the reader's theater.

#### **Day Two**

1. Have two-three students re-create the reader's theater by acting out important parts of the script.
2. Go over what a character sketch is by showing the template on the Elmo.
3. Model a character sketch of a familiar character from a previous lesson or story read in *Guided Reading*.
4. Have students create the character sketch either using the template or using a different activity if needed (from the differentiation section).
5. Collect character sketches and assess.

#### **Day Three**

1. Model a journal entry from Columbus perspective about landing on American ground.
2. Have students create their own journal entry (choices are available for above level learners).

3. In a small group setting help below level learners begin their journal entry.
4. Collect journal entries to assess progress.

**Plan for Independent Practice:**

The learner will complete a character sketch of Christopher Columbus using the knowledge learned from the reader's theater. This will be done in class and should include at least three characteristic in order to receive a passing grade.

The learner will also complete a journal entry using the perspective of the Native Americans about Christopher Columbus' first steps on American ground.

**Closure (Reflect Anticipatory Set):**

The class will be split into two sides to create a debate type discussion. One side will argue that Native Americans benefitted from Columbus' journey. The other side will debate the Native Americans did not benefit from this journey. This debate will only last approximately 10 minutes. To conclude I will bring in items to show the Columbian Exchange (food items) to get the students thinking about the next lesson.

**Assessment Based On Objectives:**

Character Sketches-students should have three detailed characteristics included in the character sketch about Christopher Columbus.

Journal Entries-students should have the journal entry be in the tone of a Native American. The entry should discuss the feelings of the Native Americans about Columbus' presence in America, and how it affected them.

**Possible Connections to Other Subjects:**

Character Sketch can be used during independent reading to assist student's understanding of the characters' in the book/comprehension.

# Character Sketch

## Description of the Character

**Age:**

**From:**

**Job:**

**Other:**

## Characteristics of the Character

**Endurance:**

**Pride:**

**Sailing Ability:**

## Good/Bad Actions

**Good:**

**Bad:**

## Draw a Picture from the Story

**Lesson Plan Title:**

Look at These New Crops and Animals!

**Concept / Topic to Teach:**

Columbian Exchange

**Standards Addressed:**

- 5-U.1.2.2 Use case studies of individual explorers, and stories of life in Europe, to compare the goals, obstacles, motivations and consequences for European exploration and colonization of the Americas.
- 5 - U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

**General Goal(s):**

Introduce students to an understanding of what the impact of the Columbian Exchange was. Have students link the food they eat to the Columbian Exchange crops and animals.

**Specific Objectives:**

The learner will recognize the difference between North American crops, diseases and animals from those of European crops, diseases and animals.

The learner will explain the legacy this exchange was for the entire world.

**Required Materials:**

Large paper to create map of the world  
Pictures of New/Old World crops  
Scissors  
Glue  
Notes handout (for below level readers)  
Lined paper  
Pencils  
White paper  
Crayons/markers  
Soil  
Small clear cups  
Water  
Seeds

**Anticipatory Set (Lead-In):**

Make a list of what students ate for breakfast that morning. Do a think-pair-share about where these food items originated.

**Step-By-Step Procedures:**

1. Have students read an article titled "The Columbian Exchange".
2. Make a list of New/Old World items that were shared between the two lands.
3. Have students color pictures of these items, cut them out and glue onto the map.
4. Have students draw the route that these items took to the new destination.
5. Have above level learners explain what items came from Africa/Asia and place on map.
6. Have a discussion about the effects of these items.

**Plan for Independent Practice:**

For independent practice students will have to create a reflection about which item from the Columbian Exchange is most important to their lives and which is least important. They will be asked to imagine life without each of these items and if it would make life easier or more difficult (depending on the item).

**Closure (Reflect Anticipatory Set):**

Have students plant seeds in the soil and cups by following teacher's instructions. Ask if it was difficult for them to plant a crop they do not know, and how they think it would make the Europeans feel about the crops the Native Americans introduced and vice versa.

**Assessment Based On Objectives:**

Have students reflect which item is the most important to them now. They should explain what they would do if they no longer had this item. Also have students explain which item is least important and how much better it could have been without the introduction of that item.

**Possible Connections to Other Subjects:**

Connect to science about growing plants, and what is required for producing plants (review of photosynthesis).

**Lesson Plan Title:**

Exploring Your Explorer

**Concept / Topic to Teach:**

Early American Explorer Case Studies

**Standards Addressed:**

5-U.1.2.2 Use case studies of individual explorers, and stories of life in Europe, to compare the goals, obstacles, motivations and consequences for European exploration and colonization of the Americas.

5 - U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

**General Goal(s):**

Practice research skills by researching information on the internet about a particular explorer.

Practice working in a small group and cooperating in that group.

**Specific Objectives:**

The learner will work in a small group to research a particular early-American explorer.

Each group will be responsible for finding their explorer's motivations, goals, obstacles and consequences when coming to the Americas.

Each group will also be responsible for finding any technological contributions the explorer might have made.

Each group will explain interactions their European explorer and crew towards the Native Americans.

**Required Materials:**

Computers

Books about explorers

Group assignments

Explorer names in a bowl/hat to be drawn

Paper/pencil

Poster paper

Markers

Exploration cross-word

## Example for modeling on Christopher Columbus

### **Anticipatory Set (Lead-In)**

Play a brief game of 20 questions. Have students ask yes or no questions trying to solve for Christopher Columbus. Use the knowledge students should have learned from previous lessons to activate prior knowledge of explorers.

### **Step-By-Step Procedures:**

1. Model how to take notes using Christopher Columbus.
2. Write Columbus' motivations for exploring the new land.
3. Write Columbus' goals when he set out for India.
4. Write obstacles Columbus faced.
5. Explain job descriptions for the groups.
6. Put the students into groups.
7. Have a student from each group draw an explorer's name out of the bowl.
8. Have students choose specific jobs (aid those that may need differentiation to choose a certain job for a better learning opportunity).
9. Give students time to begin working.
10. Tell students the goal for today is to complete the motivations, goals and obstacles of their explorer and to find books about their explorer.

### **Day 2 (Modelling-10 minutes, Research 35)**

1. Ask if students are having any difficulties, address them if necessary.
2. Model how to take notes on the following using Columbus as the example again.
3. List any technological contributions Columbus made or had with him on his journey.
4. Write about any consequences of Columbus' journey.
5. Explain how the interactions between the Native Americans and Columbus went.
6. Have students go back into groups and allow for more research time.
7. Students should complete all of the necessary notes needed.
8. Students should begin creating poster using the notes from the day before as well as the notes from today.
9. If necessary allow students more time tomorrow to complete poster.
10. Explain how we will use this information we learned to create a presentation poster or a treasure box.

**Plan for Independent Practice:**

Not Applicable-students should perform this lesson as group work; however, students may have jobs if necessary/desired. Possible jobs include note taker (take notes on information found), typist (responsible for typing when researching), poster creator (creates poster using notes and information researched) and book look-up (finds information in books/collects books from teacher to take back to group).

**Closure (Reflect Anticipatory Set):**

I will bring in an explorer's notebook full of projects to explain Christopher Columbus. This will peak interest for the following lesson where students, in a group setting, will create their explorer's notebook.

**Assessment Based On Objectives:**

I will use the posters, notes and observations of each group to formatively assess each group and its members. From this I want to make sure that all of the following were included/mentioned somewhere on the poster: motivations, goals, obstacles, consequences, technological contributions and Native American/European interactions. If it is not met I will meet with the group and discuss why the information was not included and ask for them to correct their poster.

**Possible Connections to Other Subjects:**

Use this opportunity to teach how to work in small groups, if not already done previously.

Use this opportunity to teach how to use a search engine such as Google or Bing.

**Lesson Plan Title:**

Exploring the Explorers Project

**Concept / Topic To Teach:**

Early American Explorers Case Studies

**Standards Addressed:**

5-U.1.2.2 Use case studies of individual explorers, and stories of life in Europe, to compare the goals, obstacles, motivations and consequences for European exploration and colonization of the Americas.

5 - U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

**Specific Objectives:**

The learner will work in a small group to complete a group project about the explorer for that group.

The learner will create a presentation about this explorer to share with the rest of the class.

**Required Materials:**

Tri-fold poster

Treasure box

Paint

Markers

Computer/printer

Scissors

Glue

Paper/pencil

Word search

**Anticipatory Set (Lead-In):**

To get the students excited about their explorers they have been working on for a few lessons now, I will play a short clip of a video about the early-American explorers. They will be able to see reenactments of the time of exploration and hear accounts about their explorers to reestablish information learned.

**Step-By-Step Procedures:**

1. Show the treasure box created as a model on Columbus.
2. Discuss the list of items needed for either the poster/treasure box.
3. Give each group a rubric so they know what they will be assessed on.
4. Have students begin working in groups.
5. Monitor progress and assist when needed.

**Plan for Independent Practice:**

Students will be asked to reflect what they felt they learned from doing this project and how they like working in their group.

**Closure (Reflect Anticipatory Set):**

Finishing watching the video clip from before to bring together what was learned about the explorers.

**Assessment Based On Objectives:**

The group will be assessed on the project created as well as how each group member did while contributing to the project. Also, students will be assessed on the reflection of the lesson and group activity.

**Possible Connections to Other Subjects:**

This project can be connected to art because students will be asked to use their creativity.

**Lesson Plan Title: 2 DAY LESSON**  
Southern Colonies Webquest

**Concept / Topic To Teach:**  
Settlements-Southern Colonies

**Standards Addressed:**

- 5 - U2.1.1 Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - establishment of Jamestown
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
  - relationships with American Indians (e.g., Powhatan)
  - development of colonial representative assemblies (House of Burgesses)
  - development of slavery

**General Goal(s):**

Students will build technology skills by researching information about the Southern Colonies on the internet.

**Specific Objectives:**

The learner will describe the patterns of settlement in writing.  
The learner will determine quick facts about each of the five southern colonies.  
The learner will recreate a scene of one of the southern colonies.

**Required Materials:**

Research notes worksheet

Computer lab

White paper

Colored pencils/crayons/markers

[http://www.kidinfo.com/American\\_History/Colonization\\_S\\_Colonies.html](http://www.kidinfo.com/American_History/Colonization_S_Colonies.html)

**Anticipatory Set (Lead-In):**

To begin I will give 5 students a different original colony and ask the student to place the colony on the map where he/she thinks it went.

**Step-By-Step Procedures:**

1. Introduce the five southern colonies (Georgia, Virginia, Maryland, North Carolina, South Carolina).
2. Have students go to the website above.
3. Ask students to determine three quick facts about each colony.
4. Have students describe where the settlements took place and why.
5. The next day have students recreate a scene from one of the original southern colonies.

**Plan for Independent Practice:**

The webquest and picture of a scene will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

To close the two-day lesson, bring in a box with a small hole in the top. The hole should be large enough for students to fit their hand into, but small enough so they cannot see inside. Inside the box will be cotton balls. Students will be asked to make a prediction of what is in the box.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title: 2 DAY LESSON**  
New England Colonies Webquest

**Concept / Topic To Teach:**  
Settlements-New England Colonies

**Standards Addressed:**

5 - U2.1.2 Describe significant developments in the New England colonies, including

- patterns of settlement and control including the impact of geography (landforms and climate)  
on settlement
- relations with American Indians (e.g., Pequot/King Phillip's War)
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- religious tensions in Massachusetts that led to the establishment of other colonies in  
New England

**General Goal(s):**

Students will build technology skills by researching information about the New England Colonies on the internet.

**Specific Objectives:**

The learner will describe the patterns of settlement in writing.  
The learner will determine quick facts about each of the New England colonies.  
The learner will recreate a scene of one of the New England colonies.

**Required Materials:**

Research notes worksheet

Computer lab

White paper

Colored pencils/crayons/markers

[http://www.kidinfo.com/American\\_History/Colonization\\_NE\\_Colonies.html](http://www.kidinfo.com/American_History/Colonization_NE_Colonies.html)

**Anticipatory Set (Lead-In):**

To begin I will give 4 students a different original colony and ask the student to place the colony on the map where he/she thinks it went.

**Step-By-Step Procedures:**

1. Introduce the four New England colonies (Connecticut, Rhode Island, Massachusetts, New Hampshire).
2. Have students go to the website above.
3. Ask students to determine three quick facts about each colony.
4. Have students describe where the settlements took place and why.
5. The next day have students recreate a scene from one of the original middle colonies.

**Plan for Independent Practice:**

The webquest and picture of a scene will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

Read a passage from William Bradford to give students an idea of the strict rules the new colonists lived by. This will lead into a lesson on religion in the New England colonies.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title: 2 DAY LESSON**  
Middle Colonies Webquest

**Concept / Topic To Teach:**  
Settlements-Middle Colonies

**Standards Addressed:**

5 - U2.1.3 Describe significant developments in the Middle Colonies, including

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle Colonies economies (e.g., breadbasket)
- The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
- immigration patterns leading to ethnic diversity in the Middle Colonies

**General Goal(s):**

Students will build technology skills by researching information about the Middle Colonies on the internet.

**Specific Objectives:**

The learner will describe the patterns of settlement in writing.  
The learner will determine quick facts about each of the middle colonies.  
The learner will recreate a scene of one of the middle colonies.

**Required Materials:**

Research notes worksheet

Computer lab

White paper

Colored pencils/crayons/markers

[http://www.kidinfo.com/American\\_History/Colonization\\_Mid\\_Colonies.html](http://www.kidinfo.com/American_History/Colonization_Mid_Colonies.html)

**Anticipatory Set (Lead-In):**

To begin I will give 4 students a different original colony and ask the student to place the colony on the map where he/she thinks it went.

**Step-By-Step Procedures:**

6. Introduce the four middle colonies (New Jersey, New York, Delaware, Pennsylvania).

7. Have students go to the website above.
8. Ask students to determine three quick facts about each colony.
9. Have students describe where the settlements took place and why.
10. The next day have students recreate a scene from one of the original middle colonies.

**Plan for Independent Practice:**

The webquest and picture of a scene will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

I will show students pictures and clips about the Dutch. This will be a lead into the next lesson about the importance of the Dutch in the middle colonies.

**Assessment Based On Objectives:**

The independent practice will be formatively assessed to check for understanding.

**Lesson Plan Title:**

Choose a Region

**Concept / Topic To Teach:**

Comparing the Colonies

**Standards Addressed:**

5 - U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

**General Goal(s):**

Have students think critically of which region would they like to live in and why.

**Specific Objectives:**

The learner will choose one colony to write a persuasive letter about.

The learner will include the pros and cons of living in that colony in their letter.

**Required Materials:**

Notes from webquests of Southern, New England and Middle colonies

Paper

Pencil

**Anticipatory Set (Lead-In):**

To lead into this lesson I will write a persuasive letter to the school asking that chocolate cake be served at every lunch and why. This will model how to write a persuasive letter and give students an example to look back on while they write their letter.

**Step-By-Step Procedures:**

1. Discuss with students pros and cons of each colony.
2. Have each student choose one colony to write a persuasive letter to someone back in Europe to travel to their colony.
3. Explain students should include pros and cons in their letter.
4. Have volunteers share their letters with the class.

**Plan for Independent Practice:**

The letter writing will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

Lead a mini-debate in which colony region is the best to live in and why.

**Assessment Based On Objectives:**

Use the independent practice to formatively assess students.

**Lesson Plan Title: 3 DAY LESSON**  
Triangle of Trade

**Concept / Topic To Teach:**  
European Slave Trade

**Standards Addressed:**

5 - U2.2.1 Describe Triangular Trade including

- the trade routes
- the people and goods that were traded
- the Middle Passage
- its impact on life in Africa

5 - U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.

5 - U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

**General Goal(s):**

Understand why slavery happened rather than what slavery was.

**Specific Objectives:**

The learner will demonstrate an understanding of the economic factors surrounding slavery in the United States such as the Triangle Trade.

The learner will demonstrate an understanding of the experience of Africans who were brought to this country as a part of the American slave trade.

The learner will use primary sources, such as narrative accounts and pictures, to gather information about the Middle Passage and the slave trade in the United States

**Required Materials:**

VIDEO: *FREEDOM: A History of US #5 "A Fatal Contradiction"*

Website: <http://www.pbs.org/historyofus>

**Anticipatory Set (Lead-In):**

I will have volunteers from the day before act as slaves. I will have them to any small task while I teach another lesson during the day. I will talk sternly to my volunteers and act as if they are less deserving than my other students. I will then

ask students to re-enact the slave trade ships by having student get together in a small area in the dark.

**Step-By-Step Procedures:**

1. After students have been in the small area for several minutes I will ask students to return to their seats.
2. Begin a discussion about how the volunteers felt being treated badly and forced to do tasks they did not want to.
3. Play the video *Freedom: A History of US #5 "A Fatal Contradiction"*
4. Discuss the video with students
5. One the second day have students go on the website above and read about the slave trade.
6. Students should respond to what they read.
7. On the third day students will explain, in writing, life as a slave in North America and how they came to North America.

**Plan for Independent Practice:**

The written response will be the independent practice for this lesson.

**Closure (Reflect Anticipatory Set):**

To finish the lesson I will show the chart of the slave trade numbers to North America. Students will be able to see the dramatic increase in numbers and will be asked to discuss why this might have happened.

**Assessment Based On Objectives**

The written response will be formatively assessed.

**Source:**

[http://www.thirteen.org/edonline/ntti/resources/lessons/h\\_economy/](http://www.thirteen.org/edonline/ntti/resources/lessons/h_economy/)

**Lesson Plan Title:**  
Facing Slavery

**Concept / Topic To Teach:**  
European Slave Trade

**Standards Addressed:**

5 - U2.2.1 Describe Triangular Trade including

- the trade routes
- the people and goods that were traded
- the Middle Passage
- its impact on life in Africa

5 - U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.

5 - U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

**Specific Objectives:**

The learner will define Middle Passage, indentured servant and slave

The learner will determine conditions of the Middle Passage

The learner will explain why slaves were brought to North America

**Required Materials:**

History Alive! America's Past

Social studies notebooks

**Anticipatory Set (Lead-In):**

I will hold a mock auction to represent the slave auctions. I will explain students can buy a "slave" (in this case a pencil) using a variety of currency such as candy (representing rum), paper (representing guns) or money.

**Step-By-Step Procedures:**

1. Read with students Chapter 8 of the History Alive!
2. Have students write definitions for the words Middle Passage, indentured servant and slave.
3. Lead a discussion from information previously learned and the new information read.

4. Have students take online quiz for assessment.

**Plan For Independent Practice/Assessment:**

Students will take the online quiz to check for understanding.

**Source:**

<http://tutorial.teachtci.com/>

**Lesson Plan Title:**

French and Indian War

**Concept / Topic to Teach:**

Causes of the American Revolution

**Standards Addressed:**

5 - U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

**Specific Objectives:**

The learner will identify why the French and Indian War led to changes in the colonies.

The learner will explain how the British felt towards the colonies after the French and Indian War.

**Required Materials:**

Movie: *The War That Made America*

Video worksheet

Website: <http://www.wqed.org/tv/specials/the-war-that-made-america/>

**Anticipatory Set (Lead-In):**

Play students clips from the movie above. The movie has some gruesome war scenes, but some of the information is beneficial to set up a background of the war and how it led to Revolution.

**Step-By-Step Procedures:**

1. Have students go online to the website and click on Interactive Time Line.
2. Students should write one important fact about each year about the war.
3. Review with students ideas learned in class discussion.

**Plan for Independent Practice/Assessment:**

The independent practice will be the interactive time line activity.

**Closure (Reflect Anticipatory Set):**

Ask students to pay you \$10 for their desks. This should peak a discussion to into the next lesson.

**Lesson Plan Title:**

Taxation without Representation

**Concept / Topic to Teach:**

Causes of the American Revolution

**Standards Addressed:**

5 - U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 - U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

**Specific Objectives:**

The learner will describe the cause and effects of the Stamp Act, Boston Tea Party, the Intolerable Acts and the Boston Massacre.

The learner will compare/contrast colonial and British views of power.

**Required Materials:**

Posters describing each of the following: Stamp Act, Boston Tea Party, Intolerable Acts and Boston Massacre

Paper balls

Cause and effect organizer

H Diagram paper

History Alive! America's Past

**Anticipatory Set (Lead-In):**

Separate the class into two sides; the British and colonists. Let the class have a 30 second paper ball fight. Explain expectations before beginning. Explain this represents the Boston Massacre.

**Step-By-Step Procedures:**

1. Read chapter 10 of History Alive!
2. Go over posters
3. Write causes and effects of the above events
4. Compare and contrast British and colonial views on power

**Plan for Independent Practice:**

None

**Closure (Reflect Anticipatory Set):**

Show pictures of Benjamin Franklin, Thomas Jefferson, John Adams, etc. to introduce the next lesson about the Continental Congress.

**Lesson Plan Title:**

Continental Congress

**Concept / Topic To Teach:**

Causes of the American Revolution

**Standards Addressed:**

5 - U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 - U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 - U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 - U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

**Specific Objectives:**

The learner will identify why the colonists wanted to separate from Great Britain.

The learner will identify five of the key individuals leading the colonists to revolution.

The learner will describe how the Continental Congress unified the colonies.

**Required Materials:**

Video: 1776

History Alive! America's Past

Pictures of Benjamin Franklin, George Washington, Thomas Jefferson, John Adams and John Hancock

**Anticipatory Set (Lead-In):**

Hold a classroom meeting similar to how the Continental Congress would have met.

Explain that each colony had representatives. Assign students to represent colonies.

**Step-By-Step Procedures:**

1. Watch the movie 1776
2. Read chapter 10 of History Alive!
3. Have a classroom discussion about the challenges the Continental Congress had.
4. Explain why they wanted revolution.
5. Describe the men above and why they were important to the revolution.

**Plan for Independent Practice:**

Have students look at this website and complete the questions located on the website.

<http://edsitement.neh.gov/lesson-plan/lost-hero-do-list-continental-congress#section-16710>

**Closure (Reflect Anticipatory Set):**

Have students declare independence from homework. Have the class work together as a group to write the document and have all students sign it.

**Assessment Based On Objectives:**

The independent practice will be assessed.

**Lesson Plan Title: 2 DAY LESSON**

Fighting for Independence

**Concept / Topic to Teach:**

American Revolution and its Consequences

**Standards Addressed:**

5 - U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

**Specific Objectives:**

The learner will list disadvantages for both sides.

The learner will list advantages for both sides.

**Required Materials:**

Website/Powerpoint: <http://americanhistory.pppst.com/revolution.html>

Social studies notebook

**Anticipatory Set (Lead-In):**

Play a clip from the video *The Patriot* to give students a visual of fighting. Play a scene that is not too graphic.

**Step-By-Step Procedures:**

1. Go through the American Revolution powerpoint
2. Have students create a list of British disadvantages and colonial disadvantages
3. Have students create a list of British advantages and colonial advantages

**Plan For Independent Practice:**

Have students write a passage answering why the British lost.

**Closure (Reflect Anticipatory Set):**

Show the picture of George Washington in the Battle of Valley Forge to peak interest for the next lesson.

**Assessment Based On Objectives:**

Use the independent practice to assess.

**Lesson Plan Title:**  
Fighting a War

**Concept / Topic To Teach:**  
American Revolution and its Consequences

**Standards Addressed:**

5 - U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

**Specific Objectives:**

The learner will describe the importance of the following battles: Saratoga, Yorktown and Valley Forge.

**Required Materials:**

Website/powerpoint: <http://americanhistory.pppst.com/revolution.html>

Social studies notebook

Long paper for a timeline

**Anticipatory Set (Lead-In):**

Read an account of Valley Forge from a soldier's perspective.

**Step-By-Step Procedures:**

1. Go over the Revolutionary War Battles powerpoint.
2. Have students take notes on dates and location of each battle.
3. Discuss with students why the above battles were important to the war.

**Plan for Independent Practice:**

Have students create a timeline and map of the battles of the American Revolutionary War.

**Closure (Reflect Anticipatory Set):**

Show students a picture of the first "American" flag. Ask students who else contributed to the war besides the soldiers. (Women, African Americans, American Indians)

**Assessment Based On Objectives:**

Use the independent practice to assess.

**Lesson Plan Title: 2 DAY LESSON**

The Other Patriots

**Concept / Topic to Teach:**

American Revolution and its Consequences

**Standards Addressed:**

5 - U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

**Specific Objectives:**

The learner will describe how women, African Americans, American Indians and the French contributed to the war.

**Required Materials:**

Website: [http://score.rims.k12.ca.us/score\\_lessons/women\\_american\\_revolution/](http://score.rims.k12.ca.us/score_lessons/women_american_revolution/)  
History Alive! America's Past

**Anticipatory Set (Lead-In):**

Read The Brave Women and Children of the American Revolution (Revolutionary War) by John Mickos Jr.

**Step-By-Step Procedures:**

1. Have students to a web quest online using the above website to learn about women in the Revolutionary War.
2. Have students fill in a profile page about women in the American Revolution.
3. Read Chapter 13 section 4 and 5 of History Alive!
4. Have students fill in a profile page about African Americans/American Indians and the role of the French in profile page.

**Plan for Independent Practice/Assessment:**

Have students write an opinion of who played the most important role of the above groups of people. Explain there is no right or wrong, but they should back up their opinion.

**Closure (Reflect Anticipatory Set):**

Show students the Treaty of Paris and explain how the war ended.

**Lesson Plan Title:**

The United States Constitution

**Concept / Topic to Teach:**

Creating a New Government and Constitution

**Standards Addressed:**

5 - U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.

5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise).

**Specific Objective:**

The learner will understand why we need to understand the constitution and why it has survived for over 200 years as our countries supreme law. Through lecture and discussion students will explore and understand the reasons for and weaknesses of the Articles of the Confederation, ratification of the United States Constitution, and the three parts of the Constitution.

**Materials Needed:**

Authentic United States Constitution Replica

30 Mini-Constitutions

Scholastic "United States Constitution Fact Sheet"

**General Description/Overview of Lesson:**

This lesson will most likely fit into the Federal requirement for teaching the Constitution on Constitution Day and will reflect as such. Lead an opening discussion on why we call September 17<sup>th</sup> Constitution and Citizenship Day and informally assess general understanding of the United States Constitution, have replica out to refer to and use as a visual aide/anticipatory set. Pass out Constitution Fact Sheet (attached), and briefly go over 3 areas: Timeline, Glossary, and Did You Know. Discuss teacher-to-student and student-to-student the different areas of the constitution as laid out in "Quick History of the Constitution" outline (attached) which includes: Articles of the Confederation, ratification of Constitution, and the three parts of the Constitution (preamble, articles, and amendments).

**Source:** Tony Pascoe

**Lesson Plan Title:**

Creating a Republic

**Concept / Topic to Teach:**

Creating a New Government and Constitution

**Standards Addressed:**

5 - U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).

5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).

5 - U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

**Specific Objectives:**

The learner will give examples of problems with the Articles of Confederation.

The learner will explain why the Framers limited government power.

**Required Materials:**

History Alive! America's Past

Social studies notebook

**Anticipatory Set (Lead-In):**

Play a video of the Preamble of the Constitution being read.

**Step-By-Step Procedures:**

1. Read chapter 14 of History Alive!
2. Have students list problems from the Articles of Confederation.
3. Explain why government was limited.

**Plan For Independent Practice/Assessment:**

Write why the Framers created the Constitution with limited power of government

**Closure (Reflect Anticipatory Set):**

Play the checks and balances video.

**Lesson Plan Title:**

The United States Constitution

**Concept / Topic To Teach:**

Creating a New Government and Constitution

**Standards Addressed:**

5 - U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

5 - U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

**Specific Objective:**

The learner will explore and analyze various constitutions and assess their importance in the past and present. The students will read and analyze a short article where amendments are infringed upon, answer comprehension questions, and then write a few responses to the amendments by answering a few prompts.

**Materials Needed:**

Scholastic "Considering the Constitution" Worksheet  
Writing Journals

**General Description/Overview of Lesson:**

Read through the "Considering the Constitution" Worksheet questions and then as a class read the article, highlighting information that might be helpful for answering the questions. Have the students work in pairs or small groups to discuss and answer the questions based on the text. In these same small groups have the students answer one of the question prompts and then share with the class their groups answer - which should be 4-5 sentences and have their selection and 2-3 reasons why they selected it.

**Prompts:**

What amendments don't make sense today?

What amendments are still useful today?

What amendment would you add if you could?

**Source:** Tony Pascoe

**Lesson Plan Title:**

We the People

**Concept / Topic to Teach:**

Creating a New Government and Constitution

**Standards Addressed:**

5 - U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

**Specific Objectives:**

The learner will describe why the Bill of Rights was included in the constitution. The learner will write about the rights they have in the United States and why those rights are important.

**Required Materials:**

A copy of the Bill of Rights  
Paper

**Anticipatory Set (Lead-In):**

Read We the Kids by David Catrow to get the students thinking about the constitution.

**Step-By-Step Procedures:**

1. Go through the Bill of Rights and why they were included in the constitution.
2. Have students write why the Bill of Rights is important and why they are proud to live in America.

**Closure (Reflect Anticipatory Set):**

Show a patriotic clip from youtube.com to conclude the social studies unit about American history through the constitution.