

South Orange & Maplewood School District Social Studies Curriculum Grades 3-5 Supplemental Materials

**South Orange &
Maplewood
School District
Department of Curriculum
& Instruction**

2013

South Orange & Maplewood School District
Social Studies Curriculum Grades 3-5

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South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 3
Geography

Suggested Lessons - Geography

Lesson 1: Introduction to Geography and Maps

- Activate prior knowledge. Read and discuss "Me on the Map" by Joan Sweeney.
- Complete Nystrom Activity 26, "My World Address" (p. 198).

Lesson 2: Map Views and the Difference Between Globes and Maps

- Read and discuss Student Map Champ Atlas book (p.10-11) and refer to Nystrom TE Lesson "Map Views" (p.27-29) to distinguish between different map views (ground, birds-eye, from above).
- Read and discuss Student Map Champ Atlas book (p.18-21) and refer to Nystrom TE Lessons "The Earth" and "Land and Water" (p.177-183) to compare and contrast maps and globes.

Lesson 3: Maps Keys and Symbols

- Read and discuss Student Map Champ Atlas book (p. 12-17) and refer to Nystrom TE Lesson "Map Keys and Symbols" (p.33-36) and Nystrom TE Lesson "Symbols and Features" (p. 87-91) to demonstrate the use of map colors, a map key and its symbols.
- Complete Nystrom Activity 15, "Map Symbols" (p. 97) and/or Nystrom Activity 5 "Using Map Symbols" (p. 40)
- *Optional: Complete Nystrom Activity 13 and 14 "Mapping the United States and "United States" (p.98-99)*

Lesson 4: Cardinal and In-Between Directions

- Use Nystrom TE Lesson "Cardinal Directions" (p.113-120) and Nystrom TE Lesson "In-Between Directions" (p.122-126) to teach cardinal and in-between directions.
- Complete Nystrom Activity 17, "Using Cardinal Directions" (p. 121).

Lesson 5: Map Scale

- Use Social Studies Communities TE and textbook (p. 166) to teach how to use a map scale.
- Complete Skill Practice p.48 (Unit Resources) or Apply The Skill p. 167 (textbook).

Lesson 6: Different Kinds of Maps

- Brainstorm with students other types of maps and their uses. Create a two-column chart listing maps that help us find our way (trail, road, subway, etc.) and those that provide information about an area (climate, population, animal life, etc.).
- Read and discuss Student Map Champ Atlas book (p.36-37) and refer to Nystrom TE Lesson "Land Use" (p.129-131) to show how maps can also provide information on how land is used.
- *Optional: Play interactive "Map Games" at www.mywonderfulworld.org/toolsforadventure/games/index.html*

Lesson 7: Earth's Land

- Read and discuss textbook p.26-27
- Have students use their bodies to form the landforms with a partner to strengthen vocabulary.

Lesson 8: Earth's Water

- Read and discuss textbook p.28-29
- Students may turn&talk, draw, or write to answer the question "How might a body of water change after people settle there?"

Lesson 9: Weather/Climate

-
- Read and discuss textbook p.30-31
 - Use textbook p.34-35 to introduce reading a climate map
 - Have students complete either the “Apply the Skill” section of p.35 or Skills Practice p.10
 - *Optional: Use textbook p.32-33 to inform students about how erosion by wind, glaciers and water shapes many landforms.*

Lesson 10: Our Country's Geography

- *Optional: Activate prior knowledge of US land by singing the first verse (or more) of “This Land is Your Land” <http://kids.niehs.nih.gov/lyrics/thisland.htm>*
- Read and discuss textbook p.36-41
- Make a chart with the class of landforms and bodies of water found in the west, central, and eastern US (basic pictures of the landforms beside each word may be useful)
- Use a Venn Diagram to compare the Appalachian and Rocky Mountains
- Have students choose a question (1-5) from the Lesson Review on textbook p.41 and respond.

Lesson 11: Resources

- Read and discuss textbook p.44-47
- Have small groups of students make a 3-column chart listing examples of renewable, non-renewable, and flow resources *or* independently complete p.14 of the Unit Resources book.
- Have students turn&talk about what might happen if we don’t protect our natural resources.
- *Optional: “What About Recycling?” readers’ theater on textbook p.48-51.*

Lesson 12: Project Sharing

Assessment

Students have a choice between project-based assessments:

- **In Geography Project 1**, students create a brochure, poster, or PowerPoint slideshow for a fictitious country, state, or city/town.
- **In Geography Project 2**, students create a brochure, poster, or PowerPoint slideshow for a country, state, or city/town they research.

3rd Grade Geography Project



Congratulations! You have just discovered new land! Now, you must inform others in the world about the new region. To do this, you must think about the following:

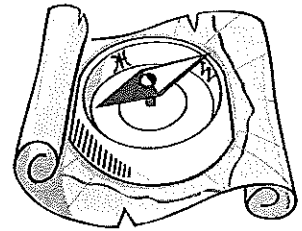
- **Location** – Where is this new place?
- **Climate** – What is the climate in this new place?
- **Place** – What are the natural and cultural features of the land?
- **Resources** – What are the resources found in this area, and how do people use them?
- **People & Land** – How have the land and the resources been affected by humans and what can be done to protect them?

This is a huge task, and will require you to think closely about what you now know about maps and land, but have no fear! You will do just fine if you follow the steps below along the way.

1. Think of how you work best. Will you work alone or with a partner? I will work _____.
2. Decide how you will deliver the information about this new region. Here are some choices. If you think of something not on this list, discuss it with your teacher.
 - Poster
 - Brochure
 - PowerPoint presentationI will create a _____.
3. Now it's time to get to work! First, create a map of your newfound area. Be sure to include:

- ☐ An outline of your “land”, using colors to show different areas within it, and the places it borders
 - ☐ A title
 - ☐ A map scale
 - ☐ A compass rose
 - ☐ A key that includes symbols for cultural and natural features
4. Create a line graph that shows the temperature of your land throughout a year. Write 1-2 sentences about how the temperature affects how people live. (Optional: Create a second line graph or weather map and write 1-2 sentences about how that information affects how people live.)
 5. Write about what features and resources are found in your land and how people use them. *For example, does your land have a lake for fishing or boating? Are there mountains for skiing or hiking? Make sure what you write makes sense or “fits” with the map and climate you created for your land.*
 6. Choose one feature or resource (a park, river, beach) and create a list of 3-5 ways to protect it. (Optional: Create a list of 3-5 ways about how to protect a second feature or resource.)
 7. Practice how you will present your project to the class.
 8. Review the rubric to make sure your work is the best it can be!

3rd Grade Geography Project



Congratulations! You have just been hired as a tour guide for an area of your choice! It can be as small as a city or as large as a country. Now, you must inform visitors about the region. To do this, you must research the following:

- **Location** – What and where is your area?
- **Climate** – What is the climate in this place?
- **Place** – What are the natural and cultural features of the land?
- **Resources** – What are the resources found in this area, and how do people use them?
- **People & Land** – How have the land and the resources been affected by humans and what can be done to protect them?

This is a huge task, and will require you to think closely about what you now know about maps and land, but have no fear! You will do just fine if you follow the steps below along the way.

1. Think of how you work best. Will you work alone or with a partner? I will work _____.
2. Decide how you will deliver the information about your region. Here are some choices. If you think of something not on this list, discuss it with your teacher.
 - Poster
 - Brochure
 - PowerPoint presentationI will create a _____.

3. Now it's time to get to work! First, create a map of your area. Be sure to include:
 - ☐ An outline of your land, using colors to show different areas within it, and the places it borders
 - ☐ A title
 - ☐ A map scale
 - ☐ A compass rose
 - ☐ A key that includes symbols for cultural and natural features
4. Create a line graph that shows the temperature of your area throughout a year. Write 1-2 sentences about how the temperature affects how people live. (Optional: Create a second line graph or weather map and write 1-2 sentences about how that information affects how people live.)
5. Write 3-4 sentences about what resources are found in the land and how people use them. *For example, does the land have a lake for fishing or boating? Are there mountains for skiing or hiking?*
6. Choose one feature or resource (a park, river, beach) and create a list of 3-5 ways to protect it. (Optional: Create a list of 3-5 ways about how to protect a second feature or resource.)
7. Practice how you will present your project to the class.
8. Review the rubric to make sure your work is the best it can be!



Grade 3 – Geography Project Rubric

	4 – New Destinations	3 – On Land	2 – At Sea	1 – Setting Sail
Map	<i>My map includes:</i> <ul style="list-style-type: none"> • A title • An outline of the land • Colors to show borders • A scale • A compass rose (with in-between directions) • A key • Symbols for natural & cultural features (more than 3 each) 	<i>My map includes:</i> <ul style="list-style-type: none"> • A title • An outline of the land • Colors to show borders • A scale • A compass rose • A key • A symbol for natural features • A symbol for cultural features 	<i>My map includes:</i> <ul style="list-style-type: none"> • A title • An outline of the land • Colors to show borders • A scale • A compass rose • A key • A symbol for natural features • A symbol for cultural features • <i>(missing 1 element)</i> 	<i>My map includes:</i> <ul style="list-style-type: none"> • A title • An outline of the land • Colors to show borders • A scale • A compass rose • A key • A symbol for natural features • A symbol for cultural features • <i>(missing 2 or more elements)</i>
Climate	<ul style="list-style-type: none"> • I included a line graph showing temperatures for one year and another map/graph on climate. • I wrote more than 2 sentences for each, about how people live. 	<ul style="list-style-type: none"> • I included a line graph showing temperatures for one year. • I wrote 1-2 sentences about how people live. 	<ul style="list-style-type: none"> • I included a line graph showing temperatures for one year. 	<ul style="list-style-type: none"> • My line graph is incorrect or missing. • My sentences are missing.
Features/ Resources	<ul style="list-style-type: none"> • I wrote more than 4 sentences about the resources and how people use them. • My writing is clear and correct. 	<ul style="list-style-type: none"> • I wrote about the resources <u>and</u> how people use them. • My writing is clear and correct. 	<ul style="list-style-type: none"> • I wrote about the resources. • My writing is mostly clear and correct. 	<ul style="list-style-type: none"> • I wrote about the resources, but my writing is not correct. <u>or</u> • I did not write about the resources.
Protection	<ul style="list-style-type: none"> • I created lists of 3-5 ways to protect 2 resources. 	<ul style="list-style-type: none"> • I created a list of 3-5 ways to protect a resource. 	<ul style="list-style-type: none"> • I created a list of 1-2 ways to protect a resource. 	<ul style="list-style-type: none"> • My list is missing <u>or</u> does not make sense.
Presentation	<ul style="list-style-type: none"> • My presentation was engaging. • I spoke clearly (rate and volume). • I showed that I knew all about my project • I made eye-contact. • I listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> • I spoke clearly (rate and volume). • I showed that I knew all about my project. • I made eye contact. • I listened respectfully to others as they presented. 	<i>Missing 1 of the following elements:</i> <ul style="list-style-type: none"> • I spoke clearly (rate and volume) • I showed that I knew all about my project. • I made eye contact. • I listened respectfully as others presented. 	<i>Missing 2 or more of the following elements:</i> <ul style="list-style-type: none"> • I spoke clearly (rate and volume) • I showed that I knew all about my project. • I made eye contact. • I listened respectfully as others presented.

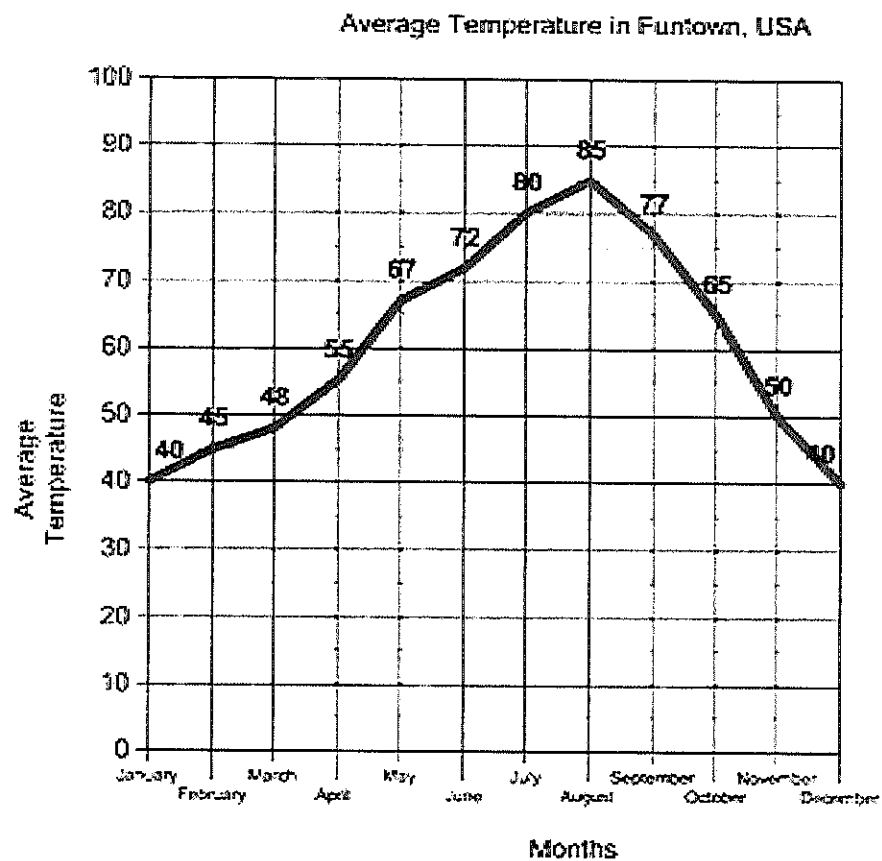
3rd Grade Geography Project – Sample Responses

	4	3	2	1
Features	There are many useful features found in Funtown, USA such as mountains, parks, and a lake. People use the mountains for hiking. They also chop down the trees there and use the wood from them. In the parks, children play, adults exercise, and everyone enjoys the outdoors. At Smile Lake some people like to fish and even go for a swim. There is a lot to do in Funtown!	In Funtown, USA there are mountains, parks, and a lake. People use the mountains for hiking. In the parks people get exercise and enjoy the outdoors. Some people fish at Smile Lake.	Funtown has a lot of mountains. There are parks. There is also a lake called Smile Lake.	In Funtown there is a lake that freezes and people ice skate on it all year long. There are also great beaches.
Protection	<p>Here is how we can protect the Funtown parks:</p> <ul style="list-style-type: none"> • Have lots of trash cans. • Do not cut down the trees. • Ride Bikes and skateboards only on the paths. • Put up recycling signs and have recycling bins. <p>Here is how we can protect Smile Lake:</p> <ul style="list-style-type: none"> • Clean up after pets. • Let people fish so the lake doesn't get too crowded. • Do not throw trash into the lake. • Build restrooms so people don't pollute the lake. 	<p>Here is how we can protect the Funtown parks:</p> <ul style="list-style-type: none"> • Have lots of trash cans. • Do not cut down the trees. • Ride bikes and skateboards only on the paths. • Put up recycling signs and have recycling bins. 	<p>Protect the Funtown parks:</p> <ul style="list-style-type: none"> • Have lots of trash cans. • Do not cut down the trees. 	<p>Protect the Funtown parks:</p> <ul style="list-style-type: none"> • People enjoy the park • There should be playgrounds for kids.

3rd Grade Geography Project – Sample Responses

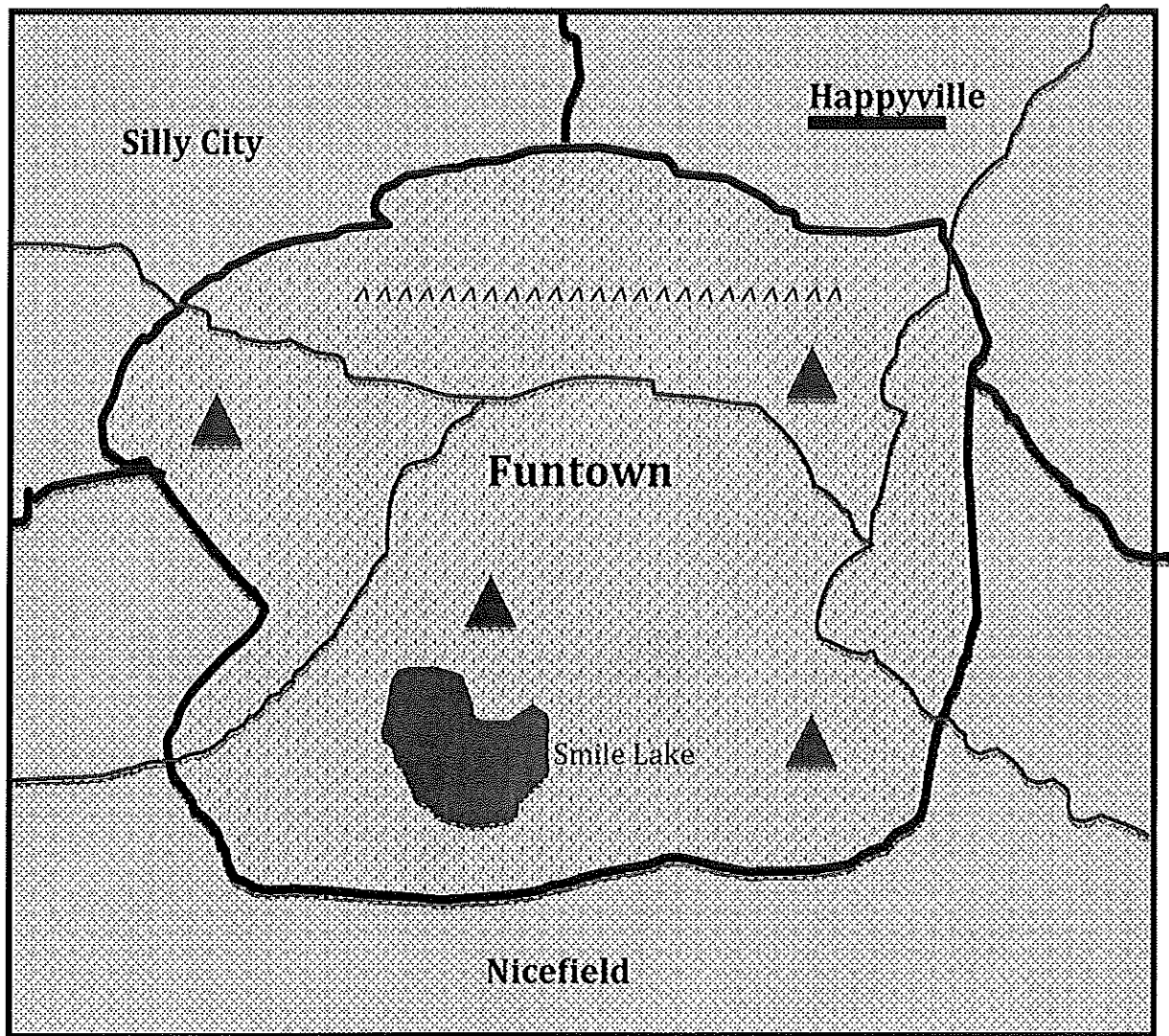
	4	3	2	1
Climate	<ul style="list-style-type: none"> Included a line graph on temperature for one year (see attached). Included a second line graph about weather or climate. The weather in Funtown never gets too hot or too cold. It is a big event if it snows, since it almost never does. People are able to be outside most of the year because of the comfortable temperatures. Included another 2 or more sentences explaining the second graph. 	<ul style="list-style-type: none"> Included a line graph on temperatures for one year (see attached). The weather in Funtown never gets too hot or too cold. It is a big event if it snows, since it almost never does. 	<ul style="list-style-type: none"> Included a line graph on temperatures for one year (see attached). 	<ul style="list-style-type: none"> No line graph or graph is incorrect. No sentences.





3rd Grade Geography Project – Sample Responses

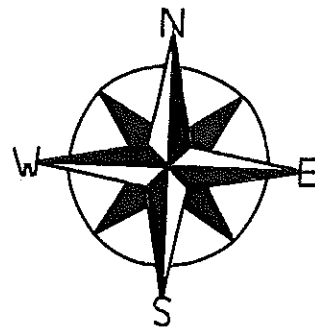


Geography Project – Sample Map

Funtown, USA



KEY	
	Town boundary
	Mountains
	Road
	Park



SCALE: 1 inch = 5 miles

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 3
Government & Economics

Suggested Lessons – Government & Economics

Lesson 1: Being an Active Citizen

- Introduce students to vocabulary words; **common good, volunteer, right and responsibility.** (textbook p.200-201)
- Pose the following question and discuss:
 - *What is the common good of a community?*
- Have students read textbook p.202-205 and complete graphic organizer that shows ways citizens help communities. (Addendum 1)
- Read aloud introductory paragraph textbook p.210 "Resolve Conflicts."
- Pose the following question and discuss:
 - *Why do people face conflicts?*
- Read and discuss steps in how to solve conflicts; textbook p.210.
- Have students practice the skill together; textbook p.211

Lesson 2: Rights and Responsibilities

- Read aloud, "Vote" by Eileen Christelow
- Introduce students to vocabulary words; **right, responsibility and vote.**
- Introduce students to "The Bill of Rights." (Addendum 2)
- Have students work in groups to discuss the importance of each amendment.
- Have groups rank the amendments in order of importance to the group.
- Pose the following questions to guide the discussion:
 - *Which of these rights do you consider most important? Why?*
 - *What kind of conflicts do you think arise over the Second Amendment?*
 - *The Bill of Rights was written many years ago. Do you think any of these amendments are out-dated now and not needed? If so, which ones and why?*
 - *Why do you think more than one amendment has to do with people who are accused of a crime?*
 - *What was the purpose of the ninth and tenth amendments?*
 - *How might life be different if the Bill of Rights had never been added to the Constitution?*
- Write a composition explain how freedom of expression impacts their everyday lives.

Lesson 3: Rights and Responsibilities

- Read aloud textbook p.212-215, "Rights and Responsibilities."
- Pose the following question and discuss:
 - *How are rights and responsibilities related?*
- Read and display the "Martin Luther King Jr. Quotations." (Addendum 3)
- Read aloud and explain the quotations to students.
- Pose the following questions and discuss:
 - *What is the important idea of each quote?*
 - *Do you agree or disagree? Why?*
 - *How are the quotations related to the civic responsibility of obeying laws?*
 - *Based on the two quotations, what are some other responsibilities citizens have regarding laws?*
- Write about a time when students were treated unfairly and how it was resolved. Then compare/contrast those experiences of civil rights activists.

Lesson 4: Our Government

- Introduce students to vocabulary words; **election, tax, mayor, governor, legislature, and ambassador.** (textbook p.222-223)
- Pose the following question and discuss:
 - *What can citizens do to take part in their local government?*
- Read aloud textbook p.224-225
- Distribute a copy of "Should You Vote?" informational article. (Addendum 4)
- Have students read article and pose the following questions to guide your discussion.
 - *What do you think was the purpose of this informational article?*
 - *What problem does the article address and how does it solve it?*
 - *According to the informational article, what are some reasons people should vote?*
 - *What are some of the ways government makes a difference in people's lives?*
 - *What is meant by the statement: "Voting is one of the few times when all Americans are equal?"*
 - *Why is voting like flying the flag?*

Lesson 5: Local and State Government

- Have students read textbook p.226-227 and pose the following question for discussion.
 - *In what ways do laws impact how local governments are set up?*
- Have students read textbook p. 228-229 and complete "Lesson Review" question 5.
- Read aloud textbook p. 230-231; "How to Vote."
- Read aloud textbook p.232 "Point of View."
- Have students "Practice the Skill" textbook p.233.
- Have students read textbook p.234-237.
- Pose the following questions and discuss:
 - *What do all state governments have in common?*
 - *What happens to a law in each branch of government?*
 - *What are some of the services that state governments provide?*
- Have student's complete "Lesson Review" questions 4 and 5.

Lesson 6: National Government

- Introduce students to vocabulary words; **legislature, executive branch, judicial branch, and monument.**
- Have students read textbook p.240-241 and complete graphic organizer categorizing the duties of each branch of the national government. (Addendum 5)
- Pose the following question and discuss:
 - *What is the purpose of our national symbols and monuments?*
- Have students read textbook p.242-243.
- Introduce an *inset map*; textbook p.266 (transparency 14)
- Have students look at both maps and discuss differences between the two and practice the skill textbook p.247.
- Have students either complete "Apply the Skill" textbook p.247 or Skills Practice p.69.
- Use graphic organizers to categorize the roles of local, state, and national governments.

Lesson 7: Nations Working Together

- Introduce students to vocabulary words; **ambassador and treaty.**
 - Pose the following question and discuss:
 - *Why do you think it is important for nations to work together?*
-

-
- Have students read textbook p.248-249 and complete Skills Practice p.70
 - Pose the following question and discuss:
 - *What might happen if only certain students in your classroom had their rights taken away?*
 - Read aloud textbook p.250-252 and Addendum 14 to discuss ways in which Nelson Mandela and others made a difference in South Africa. (Addendum 6)
 - Read aloud quotation from Nelson Mandela; textbook p.253 and have students write what it means to them.

Lesson 8: Economics Every Day

- Introduce students to vocabulary words; **income, budget, opportunity cost, and competition.** (textbook p.264-265)
- Pose the following question and discuss:
 - *In what ways is money useful?*
- Read aloud/think aloud textbook p.266-267 and discuss.
- Have students read textbook p. 268-269 and answer the following question; *Why do people work?*

Lesson 9: Economics – Making Choices

- Bring a single candy bar and hold it up in front of the class. Say: *I want to give this away. Who would like this?*
- As multiple hands go up, ask students to describe the problem that has arisen. (There is only one candy bar and many people want it. There is not enough candy to go around.)
- Attach an economic term to the problem, **"scarcity."**
- Give students a copy of "Examples of Economics Problems" and "Scarcity Chart." (Addendum 7 and 8)
- Complete the first example relating to Barb and the I-Pod with class to model process.
- Have students work in pairs to complete, identifying each economic problem carefully and scarcity issue of each.
- Students should explain two possible choices that could be made to resolve the problem.
- Upon completion discuss how scarcity and choice impact not only individuals but businesses, communities, states, and countries.

Lesson 10: Economics – Producers

- Pose the following question and discuss:
 - *What are people and businesses forced to do as a result of scarcity of products?*
- Introduce students to vocabulary words; **producer, consumer, demand, and supply.** (textbook p.286)
- Have students read "Supply and Demand" (Addendum 9) and pose the following question for discussion:
 - *What connection do producers and consumers have?*

Lesson 11: Economics – Trade Around the World

- Introduce students to vocabulary words; **market, import, export, and industry** (textbook p.300)
 - Read aloud textbook p.300-301. Have students look at the tags on their clothing to discover where they were made.
 - Pose the following questions and discuss:
-

-
- *What did you notice?*
 - *Why do you think this is so?*
 - Display “Examples of Imports” (Addendum 10) to class. Discuss the fact that many of the things we use every day are imported from other countries.
 - Give each student a copy of the “Import Search” chart (Addendum 11) and have students take the chart home, search for imported goods, and record the items on the chart.

Lesson 12: Economics – Trade Around the World

- Have students share completed “Import Search” charts and create a master list of imported items. Categorize master list using labels such as “toys” and “clothes.”
- Discuss the impact of global trade using the following questions:
 - *How does global trade impact the amount of goods available to consumers?*
 - *What would happen in the U.S. stopped trading with other countries?*
- Have students read textbook p.302-303. Divide students in pairs and give each pair a copy of “U.S. Exports to China” (Addendum 12) and a copy of the “U.S. Imports from China.” (Addendum 13)
- Have pairs work together to analyze the charts and draw conclusions about trade between China and the U.S.
- Have pairs share their conclusions.

FINAL PROJECT WEEK

- **Students have a choice between project-based assessments.**

Assessment

Students have a choice between these project-based assessments.

- **Project 1 – “Bill of Rights”** – Select one amendment in the Bill of Rights that students found interesting and important. Create a poster to show what the student knows and understands about the Constitutional amendment selected. Write in detail what that amendment means and why they think this amendment is important to all Americans.
- **Project 2 – “Three Branches of Government”** – Create a mobile depicting the three branches of government. Research and include the leaders of our national, state, and local governments.

Addendum 1

Name _____

Fill in the details that show ways in which citizens help communities.

You can be a good citizen in many ways.

1.

2.

3.

The Bill of Rights

Amendment One guarantees freedom of religion, freedom of speech, freedom of the press, freedom for people to get together peacefully, and freedom for people to send petitions to their government.

Amendment Two states that in order to have a prepared military, people are guaranteed the right to keep and bear arms.

Amendment Three states that the government cannot force people to house and feed soldiers in their homes during times of peace.

Amendment Four states that people, their homes and their belongings are protected from unreasonable searches of seizures.

Amendment Five guarantees a person accused of a serious crime the right to be charged by a grand jury. It also states that people cannot be forced to give evidence against themselves. If a person is found not guilty of a crime, he/she cannot be put on trial for the same crime again. Finally, the federal government cannot unfairly take peoples' lives, freedom, or property.

Amendment Six guarantees a speedy and public trial by an impartial jury if a person is accused of a crime. The accused person also has the right to be told what they are accused of and they have the right to a lawyer. They also have the right to see and to question those people who have accused them of the crime.

Amendment Seven guarantees a trial by jury in civil cases.

Amendment Eight says that courts cannot use cruel or unusual punishment or set bail and fines that are too high.

Amendment Nine states that the people have other rights that are not stated here.

Amendment Ten states that the people have all the rights not given to the United States government or forbidden to state governments by the U.S. Constitution.

Martin Luther King, Jr. Quotations

“One has not only a legal but a moral responsibility to obey just laws, but conversely, one has a moral responsibility to disobey unjust laws.”

“An individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”

The First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Freedom of Expression

Speech: the right to say what you want; to talk about your beliefs, ideas, or feelings

Press: the right to write and read what you want

Assembly: the right to meet with others to talk about what you wish and share your beliefs, ideas, or feelings

Petition: the right to ask the government to correct something you think is wrong

Should There Be Limits on the Freedom of Expression?

Group Activity Sheet

	Yes or No?	Why?
1. Some people consider writing graffiti on walls and other places a way to express themselves. Should graffiti be allowed?		
2. Some people express themselves by wearing certain kinds of T-shirts. Should schools ban certain kinds of T-shirts?		
3. People can express themselves by making phone calls. Should prank calls be allowed?		
4. Some people express themselves by playing certain kinds of music. Should communities be allowed to pass laws that limit how loud music can be played?		
5. Sometimes groups hold views that are unpopular with a lot of people. Should these groups be allowed to give public speeches in a park?		
6. Should someone be allowed to publish an ad that says mean things about another person?		

Everyday Life and the First Amendment

Directions: Each situation below relates to a First Amendment right. Decide which right is at issue and put the correct answer in the space next to the number.

First Amendment rights:

religion assembly speech petition press

1. _____ Two people working at a small grocery store printed flyers describing what they considered to be unfair work conditions at the store. They handed out the flyers in front of the store.
2. _____ A group of high school students were unhappy about the firing of a teacher at their school. They met in front of the school district offices to protest the firing.
3. _____ A neighbor went door to door in her neighborhood asking people to write letters to the mayor protesting the closing of a park in the neighborhood.
4. _____ A person stood in front of a lumber company's main office with a sign that said: "Stop cutting down trees!"
5. _____ A student used the Internet to research several different newspapers and their coverage of the war in Iraq.
6. _____ Two students wore buttons to school that said, "We want a longer recess."
7. _____ Two people attended a community dinner. They refused to bow their heads during a prayer that was said at the beginning of the event.
8. _____ A former teacher began a small newspaper in her town. In the paper, she often criticized school district officials and the mayor of the town.
9. _____ When the city council threatened to close a park in a neighborhood a large group of people met at the park to discuss a plan of action.
10. _____ Mr. Jones made it a habit to attend a different church every Sunday for a whole year.

Everyday Life and the First Amendment Answer Sheet

Directions: Each situation below relates to a First Amendment right. Decide which right and put the correct answer in the space next to the number.

First Amendment rights:

religion	assembly	speech	petition
	press		

1. press Two people working at a small grocery store printed flyers describing what they considered to be unfair work conditions at the store. They handed out the flyers in front of the store.
2. assembly A group of high school students were unhappy about the firing of a teacher at their school. They met in front of the school district offices to protect the firing.
3. petition A neighbor went door to door in her neighborhood asking people to write letters to the mayor protesting the closing of a park in the neighborhood.
4. speech A person stood in front of a lumber company's main office with a sign that said: "Stop cutting down trees!"
5. press A student used the Internet to research several different newspapers and their coverage of the war in Iraq.
6. speech Two students wore buttons to school that said "We want a longer recess."
7. religion Two people attended a community dinner. They refused to bow their heads during a prayer that was said at the beginning of the event.
8. press A former teacher began a small newspaper in her town. In the paper she often criticized school district officials and the mayor of the town.
9. assembly When the city council threatened to close a park in a neighborhood a large group of people met at the park to discuss a plan of action.
10. religion Mr. Jones made it a habit to attend a different church every Sunday for a whole year.

Judge orders S.C. to stop making 'I Believe' license plates

BY TIM SMITH • STAFF WRITER • DECEMBER 12, 2008

COLUMBIA -- A federal judge on Thursday temporarily stopped the state from making and issuing "I Believe" religious license plates, granting a request from a group that had argued the plates showed an unconstitutional preference for Christianity.

U.S. District Court Judge Cameron McGowan Currie issued the preliminary injunction after finding that the statute creating the plate violated the constitutional establishment clause forbidding government from establishing a religion.

The license plate, approved by the Legislature, contains a stained glass emblem with a cross on it and the words "I Believe" on top. No plates have been distributed, though hundreds have been ordered.

"I am extremely disappointed in the court's ruling, and feel the 'I Believe' license tag is completely constitutional," state Attorney General Henry McMaster said. "I will strongly urge and recommend that the Department of Motor Vehicles and the Department of Corrections immediately appeal this decision to the 4th Circuit Court of Appeals."

Currie found that for the purposes of an injunction, the law creating the plate didn't have a secular purpose, didn't have a primarily secular effect and entangled religion and government. To avoid an injunction, she said, the statute would have had to have passed all three parts of that legal test.

"I find it unlikely the act satisfies even one of these," she said.

Washington-based Americans United for Separation of Church and State filed a lawsuit earlier this year against DMV and the prison system, which makes all license plates, on behalf of some religious leaders and the Hindu American Foundation who claimed their First Amendment rights were infringed by the plates.

Lawmakers voted unanimously for the plates, and some said they wouldn't vote for plates for minority faiths, Americans United argued.

Currie ordered that the state cease any production of the plates, stop taking any orders for them and provide for an alternative plate for those who have already paid for the plates until the lawsuit is decided.

Kevin Hall, a lawyer who argued the case for DMV, said officials would review the case to decide whether to appeal Currie's ruling. "This is the first step in what likely will be a long-term process," he said afterward.

Source: *Judge orders S.C. to stop making 'I Believe' license plates*. 28 December 2008
<<http://www.greenvilleonline.com/article/20081212/NEWS/312120001/1001/NEWS01>

Analyzing a Newspaper Article

Headline of News Article	
Summary of Article	
To what right or rights is this article connected?	

Illinois city shouldn't have silenced man at council meeting

By The Associated Press
Sunday, December 28, 2008

CHICAGO — A federal judge says the city of Waukegan violated the First Amendment rights of a resident who wasn't allowed to speak at a 2002 City Council meeting.

Jose Zurita went to the meeting to protest a vehicle-towing ordinance. But Mayor Richard Hyde asked him to apologize before speaking because of a separate incident involving a city worker overseeing a protest Zurita helped plan.

U.S. District Judge Milton Shadur wrote in a 60-page decision released Dec. 22 that the city violated Zurita's rights.

The lawsuit contains many claims connected to the ordinance and names Hyde and Police Chief William Biang.

Waukegan attorney James Flesch said he planned to appeal the ruling. But he says he's happy with other aspects of the judge's decision.

Source: *Illinois city shouldn't have silenced man at council meeting*. First Amendment Center. 24 Feb. 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21055>>.

New Jersey court rules 'Super Lawyer' ads are protected

December 17, 2008

TRENTON, N.J. - The New Jersey Supreme Court has reversed a ruling that barred attorneys from being advertised as "the best lawyers in America" or similar superlatives.

The high court ruling stems from a 2005 case, in which a New Jersey attorney objected to an advertising magazine titled "New Jersey Super Lawyers" on the grounds it gave the impression that those attorneys were more qualified than others.

A state Supreme Court committee ruled in 2006 that such magazines violated state laws barring ads that are comparative in nature.

But the ruling published Wednesday holds that the ads are a form of commercial speech protected by the First Amendment.

New Jersey court rules 'Super Lawyer' ads are protected. 28 December 2008
<<http://www.newsday.com/news/local/wire/newjersey/ny-bc-nj--lawyerads1217dec17,0,7039042.story>>.

Indiana high court: State can sue over political 'robo-calls'

By The Associated Press 12.24.08

TERRE HAUTE, Ind. — The Indiana Supreme Court says the state can go forward with lawsuits against companies that use autodialing machines to make prerecorded telephone calls in political races.

The court ruled 5-0 yesterday to overturn a trial court's decision to dismiss a state lawsuit against American Family Voices. At issue was whether the state's 1988 law banning so-called "robo-calls" covers political calls as well as commercial and sales calls.

Attorney General Steve Carter said the court ruling would protect Indiana residents from unwanted and illegal telephone calls.

"We aren't giving any free passes to politicians who pummel Indiana with robo calls," Carter said.

Carter's office filed suit against the Washington, D.C., group in 2006 after it made calls criticizing Republican Mike Sodrel during his race against Democrat Baron Hill for southern Indiana's 9th congressional district seat.

American Family Voices claimed Indiana's telemarketing law was clearly intended to regulate only commercial speech which tries to solicit the purchase of goods or services.

The state Republican and Democratic parties, while not named in the lawsuit, filed a joint brief with the state Supreme Court, saying that automated calls used for political messages are protected free speech.

But the state Supreme Court said in *State of Indiana v. American Family Voices, Inc.* that "the law applies to all autodialer calls, not just consumer transaction calls with commercial messages."

The Associated Press left a message seeking comment with American Family Voices and the state Democratic Party. The Indiana Republican Party said it would have no immediate comment.

Campaigns and special-interest groups use robo-calls for purposes such as reminding voters to go to the polls, delivering endorsements or criticizing opponents. They are far cheaper than calls made by volunteers or paid personnel.

More than a dozen states have placed limits or bans on political robo-calls, according to Stateline.org, a project of the Pew Center on the States that tracks state legislation.

Indiana high court: State can sue over political 'robo-calls'. First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=21053>>.

Should You Vote?

That's a good question. After all, lots of Americans don't bother to vote. They think it's a hassle, or they don't know how to do it, or they're afraid it would be hard to figure out who to vote for.

Truth is, those people are missing out on a great thing. Government at all levels has a big effect on our lives. Voting is a way to say what's important to you, and say it straight to the politicians and government officials.

Voting gives you a feeling of being part of America and your community. It can even be fun.

Choose or Lose

Most Americans know that the government can make a big difference in their lives – sometimes in ways they like, sometimes not. For example:

- If you're going to college or hope to go to college, government scholarship and loan programs can make the difference in whether you're able to afford school.
- If you have kids in public school, you probably want them to get a really good education. In that case, it's the local government or school district that runs the show.
- If you care about clean air or clean water or global warming, it's government at all levels that makes the rules that control pollution.

With so much depending on government, it truly makes sense for you – and your family and friends – to let the government know what you want it to do. And Election Day is the best time to do that.

That's when all the politicians are paying attention to you. From the president to the state governor to the local school board, they all want your vote. If they don't get enough votes, they won't get the job.

What's more, voting is one of the few times when all Americans are equal. We're not all rich, or beautiful, or friends of the mayor. But each of us has one vote.

Even if the person you vote for doesn't win, your vote still makes a difference, because it shows there was support for another point of view.

Addendum 12

Not only that—politicians pay lots of attention to who votes and who doesn't. For example, because so many older Americans vote, politicians don't want to mess with Social Security, which is popular with older people. But young people and new U.S. citizens have not voted in high numbers in recent elections, so some politicians feel they don't have to pay too much attention to their needs. Of course, that needs to change.

Another thing: Did you notice that after the attacks of September 11, 2001, lots of Americans flew U.S. flags? They wanted to show they supported their country in a time of trouble. In a way, voting is just like flying that flag. It says, "I'm a U.S. citizen, I'm part of this country, I'm helping to make it work and make the decisions."

Besides, how many times have you heard people complain about the government, and what it's doing or not doing? Everyone has a right to complain — it's called freedom of speech. But if you didn't vote, you really can't complain, can you?

Source: "America Votes: The Big Picture" Navigating Election Day. League of Women Voters Website. 15 January 2009 <<http://www.lwv.org>>. Use search function.

Addendum 13

Name _____

Put the duties of each branch of national government into categories.

Legislature	Executive	Judicial

NELSON MANDELA



Nelson Rolihlahla Mandela was born in Transkei, South Africa on July 18, 1918. His father was Chief Henry Mandela of the Tembu Tribe. Mandela himself was educated at University College of Fort Hare and the University of Witwatersrand and qualified in law in 1942. He joined the African National Congress in 1944 and was engaged in resistance against the ruling National Party's apartheid policies after 1948. He went on trial for treason in 1956-1961 and was acquitted in 1961.

After the banning of the ANC in 1960, Nelson Mandela argued for the setting up of a military wing within the ANC. In June 1961, the ANC executive considered his proposal on the use of violent tactics and agreed that those members who wished to involve themselves in

Mandela's campaign would not be stopped from doing so by the ANC. This led to the formation of Umkhonto we Sizwe. Mandela was arrested in 1962 and sentenced to five years' imprisonment with hard labour. In 1963, when many fellow leaders of the ANC and the Umkhonto we Sizwe were arrested, Mandela was brought to stand trial with them, for plotting to overthrow the government by violence. His statement from the dock received considerable international publicity. On June 12, 1964, eight of the accused, including Mandela, were sentenced to life imprisonment. From 1964 to 1982, he was incarcerated at Robben Island Prison, off Cape Town; thereafter, he was at Pollsmoor Prison, nearby on the mainland.

During his years in prison, Nelson Mandela's reputation grew steadily. He was widely accepted as the most significant black leader in South Africa and became a potent symbol of resistance as the anti-apartheid movement gathered strength. He consistently refused to compromise his political position to obtain his freedom.

Nelson Mandela was released on February 11, 1990. After his release, he plunged himself wholeheartedly into his life's work, striving to attain the goals he and others had set out almost four decades earlier. In 1991, at the first national conference of the ANC held inside South Africa after the organization had been banned in 1960, Mandela was elected President of the ANC while his lifelong friend and colleague, Oliver Tambo, became the organization's National Chairperson.

EXAMPLES OF ECONOMIC PROBLEMS

Barb wants a new I-Pod Shuffle that costs \$70.00. She anxiously opens the birthday card from her grandparents and finds \$50.00 inside.

The Martin family has been renting a small apartment for several years. They want to buy a house of their own but cannot find a satisfactory one that they can afford.

Tom's family has a small restaurant that has become very popular. At dinner time people are lined up waiting to get in. Sometimes his family even has to turn customers away.

The town of Maplewood needs a new police car and a new fire truck. After checking community funds the town council discovers they only have enough money for one vehicle, not both.

Many bridges in New Jersey need fixing but the state government cannot afford to fix them all.

The United States is trying to expand its high tech industries. It takes many highly skilled workers to do this. Often companies cannot find enough workers.

Scarcity Chart

	SCARCITY ISSUE	EXAMPLE OF A CHOICE
BARB		
THE MARTIN FAMILY		
TOM'S FAMILY		
MAPLEWOOD		
THE STATE OF NEW JERSEY		
THE UNITED STATES		

Scarcity Chart

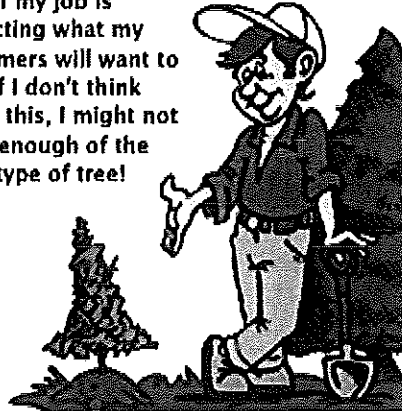
Sample Answers

	SCARCITY ISSUE	TWO POSSIBLE CHOICES
BARB	Barb does not have enough money to buy the I-Pod she wants.	<ul style="list-style-type: none"> • Barb could buy a cheaper music device. • Barb could wait and try to save money.
THE MARTIN FAMILY	There is a shortage of affordable housing that will meet the family's needs.	<ul style="list-style-type: none"> • The family could look in another place. • The family could keep renting.
TOM'S FAMILY	There is a shortage of space in the restaurant and probably a shortage of workers.	<ul style="list-style-type: none"> • The family could open a new, larger restaurant. • They could try to serve people faster.
MAPLEWOOD	The town does not have enough money to buy both of the things they need.	<ul style="list-style-type: none"> • The town could try to buy two used vehicles. • The town could buy one and then pass a special tax for the other.
THE STATE OF NEW JERSEY	The state government does not have enough money to fix all the bridges that need fixing.	<ul style="list-style-type: none"> • The state could fix the bridges that need it the most first. • The state could try to raise more money through taxes.
THE UNITED STATES	There is a shortage of workers in the high tech industries.	<ul style="list-style-type: none"> • The country could train more workers. • The country could offer scholarships to people to study high tech areas.

Supply and Demand

Meet Pete

Part of my job is predicting what my customers will want to buy. If I don't think about this, I might not plant enough of the right type of tree!



Pete Producer wants to SUPPLY his customers with what they want at a price they are willing to pay.

The amount of a good or service he can SUPPLY will help decide the cost his customers will pay.

Meet Constance

My tree needs to be perfect! I'll pay a little more to get just the tree I want.



Constance Consumer is willing to pay for the goods and services she wants ... and she does!

Her DEMAND helps decide what products will be available for sale and how much it will cost!

Examples of Imports



Import Search

Import	From

U.S. Exports to China 2008

Export
Soybeans
Semiconductors
Civilian aircraft
Plastic materials
Industrial machines, other
Copper
Pulpwood and woodpulp
Aluminum and alumina
Steelmaking materials
Chemicals-organic
Cotton, raw
Measuring, testing, control instruments
Computer accessories
Telecommunications equipment
Electric apparatus
Chemicals-other
Industrial engines
Nonferrous metals, other
Passenger cars, new and used
Meat, poultry, etc.

Source: *U.S./China Trade Data*. U.S. Census Bureau. 24 April 2009 <<http://www.census.gov/foreign-trade/statistics/country/index.html>>.

U.S. Imports from China 2008

Import
Toys, shooting and sporting goods, and bicycles
Other (clocks, port typewriters, other household goods)
Computer accessories, peripherals and parts
Computers
Apparel and household goods-other textiles
Television receivers, VCR's & other video equipment
Telecommunications equipment
Apparel and household goods-cotton
Furniture, household items, baskets
Footwear of leather, rubber, or other materials
Electric apparatus and parts
Household and kitchen appliances
Other parts and accessories
Non-textile apparel and household goods
Other (boxes, belting, glass, abrasives, etc.)
Photo and service industry machinery & trade tools
Sporting and camping apparel, footwear and gear
Other industrial machinery
Cookware, cutlery, house and garden wares, tools
Radios, phonographs, tape decks, and other stereo

Source: *U.S./China Trade Data*. U.S. Census Bureau. 24 April 2009 <<http://www.census.gov/foreign-trade/statistics/country/index.html>>.



Government & Economics

Bill of Rights – Project

Create a poster to show what you know and understand about the Constitutional amendment you selected. You may create with Publisher.

Directions:

1. Choose one amendment in the Bill of Rights which you find interesting and important.
2. Make sure you have a good understanding of the rights and freedoms provided by the amendment.
3. On your poster include the following:
 - The title “United States Constitution”
 - Subtitle “Amendment I (or II, III, so forth) Use Roman Numerals
 - Decorate your poster with images that represent the freedoms and rights your amendment provides. Be careful not to make your poster too “busy” or hard to learn from.
 - Include your name prominently.
 - Include a citation to show where you learned your information.
4. **Write about the amendment.** Tell in your own words, in detail, what this amendment means.

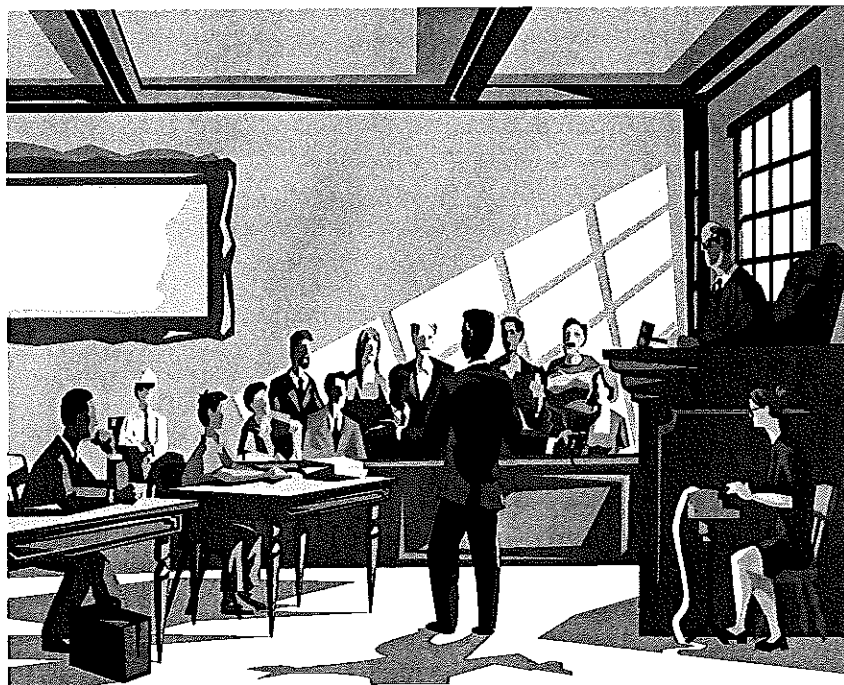
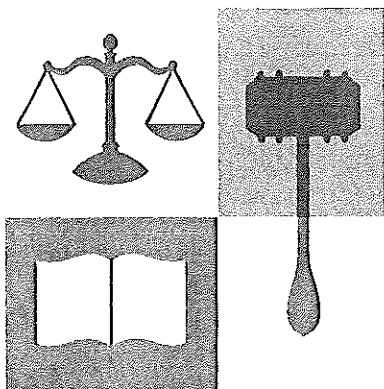
5. **Write why you think this amendment is important to all Americans.**
Please think hard and write at least one paragraph to support your thinking.

Extend Your thinking: What effects has this amendment had on Americans today?

EXAMPLE

"United States Constitution"
Amendment VII
Guarantees a trial by jury in civil cases.

JUSTICE FOR ALL



Samantha Smith

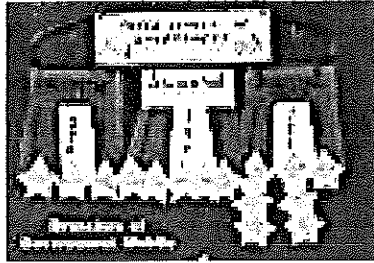
www.historyforkids.org



Grade 3 –Bill of Rights - Project Rubric

	4	3	2	1
Poster Elements/Design	<i>Poster includes:</i> <ul style="list-style-type: none"> Title Subtitle-Amendment # in Roman Numerals All graphics are related to amendment and make it easy to understand Exceptional degree of creativity in creation and display 	<i>Poster includes:</i> <ul style="list-style-type: none"> Title Subtitle-Amendment # in Roman Numerals All graphics are related to amendment and make it easy to understand Creativity is developed and evident 	<i>Poster is missing 1-2 of the following elements:</i> <ul style="list-style-type: none"> Title Subtitle-Amendment # in Roman Numerals All graphics are related to amendment and make it easy to understand Minimum creativity in creation and display 	<i>Poster more than 2 of the following elements:</i> <ul style="list-style-type: none"> Title Subtitle-Amendment # in Roman Numerals All graphics are related to amendment and make it easy to understand Minimum creativity in creation and display
Paragraph Content	<ul style="list-style-type: none"> Content is well organized Paragraph one covers amendment in depth, and includes details of the meaning of the amendment Paragraph two includes an in - depth explanation of the importance of the amendment A third paragraph extends student thinking reflecting the effects of amendment No spelling or grammatical errors 	<ul style="list-style-type: none"> Content is well organized Paragraph one covers amendment in depth, and includes details of the meaning of the amendment Paragraph two includes an in - depth explanation of the importance of the amendment No spelling or grammatical errors 	<ul style="list-style-type: none"> Content is organized Either paragraph one or two is missing details of what the amendment means and why it is important One spelling or grammatical error 	<ul style="list-style-type: none"> Content is disorganized Both paragraphs are missing details of what the amendment means and why it is important Several spelling or grammatical errors
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about amendment Made eye-contact 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about amendment Made eye-contact 	<i>Missing 1 of the following elements</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about amendment Made eye-contact 	<i>Missing 2 or more of the following elements</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about amendment Made eye-contact

Three Branches of Government Mobile – Project



We have been studying the three branches of the government of the United States. In this project you will create a mobile (using a hanger) based on the three branches. You will research the following:

- What are the three branches of government?
- Who are the leaders of our national government?
- Who are the leaders of our state government?
- Who are the leaders of our local government?

After researching and answering the questions you will be ready to create your mobile.

You will need the following materials:

- Red, White, Blue, and Yellow construction paper
- hanger
- yarn
- hole punch

Procedure for making your mobile:

1. Cut a yellow strip of paper (4 x 9) for the title of the mobile. (The rest of the yellow paper will be used to cut stars).
2. Your teacher can either give you the stars or you can make them. You will need about 15 stars.
3. Cut a 3 x 6 strip of red, white, and blue. These will be used for the branch name.
4. Cut (3) 2 x 5 strips of each red, white, and blue. These will be used for the local, state, and national labels for each branch.
5. Write the title “Three Branches of Government” on the 4 x 9 piece of yellow paper.
6. Label the branches on the 3 x 6 piece of red, white, and blue paper.
7. Label the 2 x 5 pieces of red to say local, white to say state, and blue to say national.
8. Glue a local, state, and national strip to each branch label in order.
9. Label the stars according to the leader of each branch at each level of government.
 - (Executive)-National-President, State-Governor, Local-Mayor or Village President (Include their names.)
 - (Legislative)-National-U.S. Senate, House of Representatives, State-N.J. State Senate, N.J. State Assembly, Local-Township Committee or Village Trustee
 - (Judicial)- National-U.S. Supreme Court, State-N.J. Supreme Court, Local-Municipal Court
10. Glue the star to the appropriate level strip.
11. To put it all together, punch two holes in the title and tie it to each side of the top of the hanger so that it hangs in the middle of it.
12. Punch two holes in each of the branch titles and tie them with yarn along the bottom of the hanger so that it hangs below the hanger.

Name_____

Date_____



Grade 3 –Three Branches of Government - Project Rubric

49 of 309

	4	3	2	1
Mobile Elements	<i>Mobile includes:</i> <ul style="list-style-type: none"> Title of Mobile 3 Branches of government 3 Executive leaders 3 Legislative leaders 3 Judicial leaders All leaders are current Photographs/illustrations of leaders 	<i>Mobile includes:</i> <ul style="list-style-type: none"> Title of Mobile 3 Branches of government 3 Executive leaders 3 Legislative leaders 3 Judicial leaders All leaders are current 	<i>Mobile includes:</i> <ul style="list-style-type: none"> Title of Mobile 3 Branches of government 3 Executive leaders 3 Legislative leaders 3 Judicial leaders All leaders are current (missing 1 of the above elements) 	<i>Mobile includes:</i> <ul style="list-style-type: none"> Title of Mobile 3 Branches of government 3 Executive leaders 3 Legislative leaders 3 Judicial leaders All leaders are current (missing 2 or more of the above elements)
Content & Spelling	<ul style="list-style-type: none"> No spelling or grammatical errors on mobile All content is easy to read and all elements are clearly written and labeled No factual errors 	<ul style="list-style-type: none"> No spelling or grammatical errors on mobile All content is easy to read and most elements are clearly written and labeled No factual errors 	<ul style="list-style-type: none"> One spelling or grammatical error on mobile Content is hard to read and elements are unclearly written and labeled 1-2 factual errors 	<ul style="list-style-type: none"> Several spelling or grammatical errors on mobile Content is hard to read and most elements are unclearly written and labeled 3 or more factual errors
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about branches of government and current leaders Made eye-contact 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about branches of government and current leaders Made eye-contact 	<i>Missing 1 of the following elements</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about branches of government and current leaders Made eye-contact 	<i>Missing 2 or more of the following elements</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about branches of government and current leaders Made eye-contact

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 3
Native Americans

Suggested Lessons –Native Americans

Lesson 1 – Introduction to Native Americans

- Explore with students what they already know about Native Americans.
- Create a KWL chart for student responses about Native Americans.
- Pose the following question and discuss:
What do you think are the most important lessons that can be learned from people who lived long ago?

Lesson 2 – Navajo Tribe

- Introduce students to the Navajo tribe and vocabulary: adapt, culture, religion, and ceremony.
- Read Aloud: *The Navajo* – Where It all Began pg.7-11
- Read and discuss textbook p.74-75.
- Pose the following question and discuss:
What special skills would be needed to live in the desert?
- Have students complete a problem/solution chart concerning the problems the Navajo faced living in the desert. (Addendum 1)

Lesson 3 – Navajo Tribe

- Read and discuss textbook p.76-77, “The Navajo Today.”
- Read Aloud: *The Navajo* – Navajo culture – pg. 37-42
- Pose the following question and discuss:
In what ways does the Navajo culture continue today?
- Students begin to complete chart, “Native American Tribes” with information from readings.
(Addendum 2)
- **Optional:** Students can create a Navajo rug using the attached pattern or creating one of their own.

Lesson 4 - Yurok/Maidu Tribe

- Introduce students to the Yurok/Maidu tribe and vocabulary: trade, barter, and economy.
- Read and discuss p.82-87.
- Pose the following question and discuss:
In what ways did the Yurok/Maidu change their environment?
- Have student’s complete chart about how the Yurok changed the environment. (Addendum 3)

Lesson 5 – Yurok/Maidu Tribe

- Read and discuss p.84-85.
- Divide students into groups and read p.86-87 on Yurok Money.
- Pose the following question and discuss:
Is it important to have a money system and why?
- Have each group devise their own money system. They can choose objects and decide on their value.
- Create a chart showing the value of their “money” and what it might buy.
- Students will share their charts with the class.

Lesson 6 – Yurok/Maidu Tribe

- Students read and discuss handout “The Maidu.”
- Students continue to complete chart, “Native American Tribes” with information from readings.
- Pose the following question and discuss:
What do you think most influenced the way the Yurok/Maidu lived?
- Have students complete either “Lesson Review” p.85 or Skills Practice p.17.

- **Optional:** Students read the following passage and answer question.

Passage:

The Yurok/Maidu believed nature was sacred. They did not want to harm it, but they needed to use its resources to live. When they changed the land, they did so with great care.

Describe one problem the Yurok/Maidu had, and how they solved it.

Lesson 7 – Cherokee Tribe

- Read Aloud : *If You Lived With the Cherokee* – pg. 6-27
- Introduce students to the Cherokee/Seminole tribe and vocabulary: piedmont, history, and tradition.
- Read and discuss p. 88-91.
- Pose the following question and discuss:
How did Europeans coming to America change Cherokee life?
- Have students complete sequence chart to connect the order of events in Cherokee/Seminole history.
(Addendum 4)

Lesson 8 – Cherokee Tribe

- Students continue to complete chart, “Native American Tribes” with information from readings.
- Have students complete either “Lesson Review” p.91 or Skills Practice p. 18.
- Students read p.92-93 “Sequoyah.”
- Pose the following question and discuss:
In what ways do you think Sequoyah’s writing system changed the lives of the Cherokee people?
- **Optional:** Students create names or simple words with Sequoyah’s alphabet to create a poster to share.

Lesson 9 - Haudenosaunee/Iroquois Tribe

- Read Aloud: *If You Lived with The Iroquois* – pg. 6-37
- Introduce students to the Haudenosaunee/Iroquois tribe and vocabulary: government and constitution.
- Read and discuss p.96-97.
- Pose the following question and discuss:
What might have happened if the 5 Haudenosaunee Nations did not agree to unite in peace?
- Have students complete drawing conclusions chart, “Life in the Forest” with information from readings.
(Addendum 5)

Lesson 10 – Haudenosaunee/Iroquois Tribe

- Students read and discuss p.98 - 101.
- Have students complete either “Lesson Review” p.101 or Skills Practice p.19.
- Students read and discuss handout “The Seminole of the Southeast.”
- Read Aloud: *If You Lived with The Iroquois* – pg. 65-76
- Pose the following question and discuss:
What was the purpose of the Haudenosaunee government?
- Students continue to complete chart, “Native America Tribes” with information from readings.

Lesson 11 – Haudenosaunee/Iroquois Tribe

- Read aloud an excerpt from the book “Eagle Song” p. 102-105.
- Have students write some facts they learned about the Haudenosaunee nation, early flags of the United States, and symbols for the thirteen colonies.
- Pose the following question and discuss:
Why are symbols important to nations?

- **Optional:** “Draw Your Own” p. 105 – create a symbol that is special to you and write a description of the symbol and why it is important to you.

Lesson 12 - Lenape Tribe

- Introduce students to the Lenape tribe.
- Have students read Addendum 6 – **Section A**.
- Have students, in small groups, identify the following:
 - Group name
 - Symbol
 - Homeland location
 - Also known as...
- Divide the class into four groups. Assign a group to each of the four headings:
 - Chief
 - Villages
 - Ceremonies
 - Food
- Have students read Addendum 7 – **Section B** and list details about their assigned topic.
- Have students share.
- Pose the following question and discuss:
What ways did Lenape culture reflect the natural environment of where they lived?
- Complete work on Tribe Chart with information from reading.

Lesson 13

- Color code a map of North America labeling the names of the Native American cultural regions and the natural resources found there.

FINAL PROJECT WEEK

- Students have a choice between project-based assessments.

Assessment

Students have a choice between project-based assessments.

- **“Making the Past Come Alive”** – Research information about Native Americans and turn this information into two well written paragraphs from the facts researched. Create a model of a Native American home, a costume, a tool or weapon, a craft, or a game depicting one aspect of Native American life.
- **“Museum Monologue Project”** – Write and perform a monologue about one Native American group and their way of life. The monologue should be 2-3 minutes. Included in the monologue should be where the tribe lived, type of home lived in, religious beliefs, customs, traditions, clothing worn and tools made and used.

Problem/Solution Chart**The Navajo****"Adapting to the Desert"**

Problem	Solution
They needed to farm with little rain.	They planted seeds deep under the ground.
They needed to find food in the desert.	They hunted animals and gathered plants and nuts.
They needed to stay warm.	They wore warm blankets.

Addendum 1

Problem/Solution Chart

The Navajo

“Adapting to the Desert”

Problem	Solution

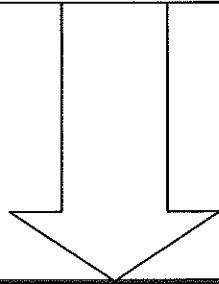
Addendum 2

**Comparison Chart of
Native American Tribes**

TRIBE	CLOTHING	FOOD	SHELTER

Changing Their Environment

The Yurok changed the environment with great care.



1	
2	
3	

Cherokee History

By the 1820's the Cherokee



In the 1830's, the Cherokee

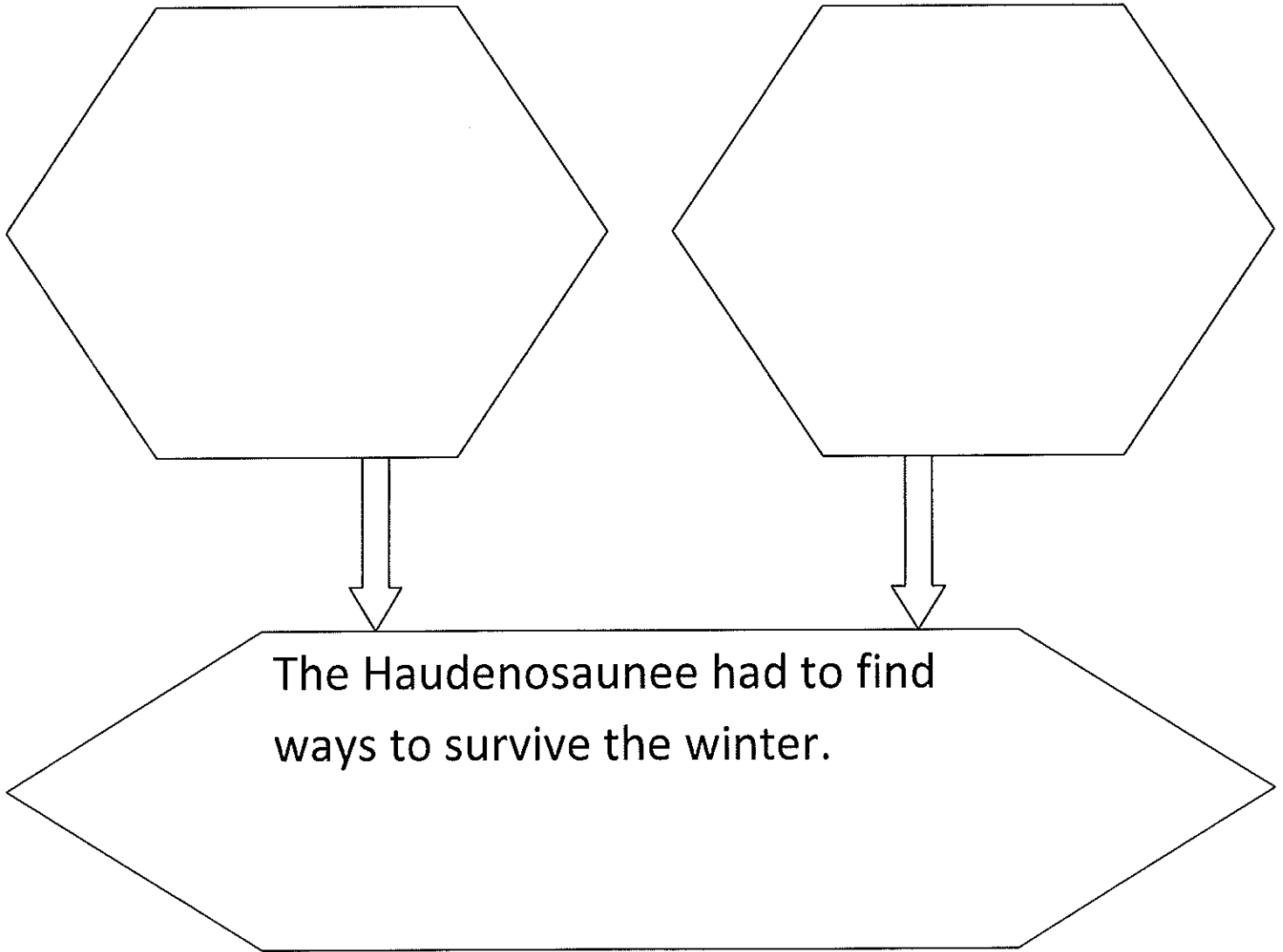


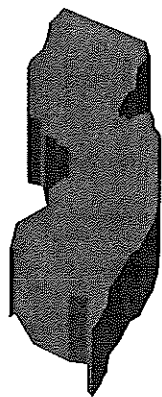
Today, the Cherokee

Addendum 5

Life in the Forests

Use details that support the conclusion.





The Lenape Tribe

The Original People of New Jersey

Over time groups of people settled in New Jersey. The Native Americans of this area called themselves the Lenni Lenape (LE nee lay nah PAY). The name Lenni Lenape means: “Ordinary People,” or “Original People.” Their language was part of the Algonquian (al GAN kee uhn) language group. Other Algonquian speakers at that time called the Lenape “grandfathers”, a term that showed respect. According to many Algonquians, the Lenape were the first people to settle in the area.

The Lenape homeland, called Lenapehoking (lay nah PAY HAWK ing), or “land of the Lenape,” lay along the Delaware River valley. It occupied the areas that are now New Jersey, Delaware, and eastern Pennsylvania.

During the 1600s, three main groups of the Lenape lived in what is now New Jersey. Each group spoke a different form of the Lenape language. There were three main groups of the Lenape. The Munsee, or “people of the stony country,” lived in what is now northern New Jersey. Their home was near the Delaware River, where the states of Pennsylvania, New Jersey, and New York now meet. The symbol of the Munsee was the wolf.

Farther south lived the Unami, known as the “people downriver.” The Unami used the turtle as their symbol. Their homeland included what is now Staten Island, the northern two-thirds of New Jersey, and eastern Pennsylvania.

The southernmost group of Lenape was the Unalactigo (woo nee LAHK tuh koo), or “people near the ocean.” They lived on both sides of the Delaware River. Today that area is southern New Jersey, northern Delaware, and southeastern Pennsylvania. The Unalactigo’s symbol was the turkey.

Section A

Lenape Culture

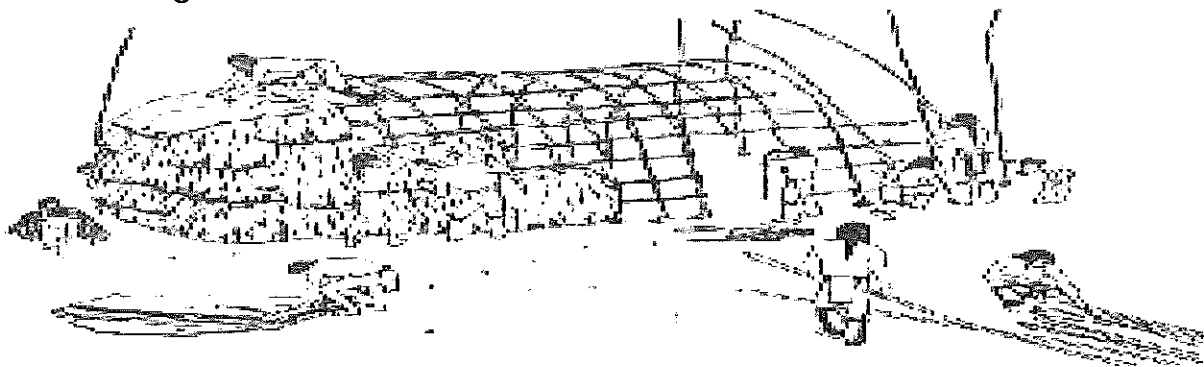
Although different groups of Lenape lived in different areas of the New Jersey region, they shared a similar culture, or way of living.

The Lenape did not have a central government. Most villages operated independently with their own **sachem** (SAY chuhm), or chief. Chiefs worked together with villagers to make important decisions. Quaker leader William Penn wrote about the Lenape system of government.

If you were a Lenape, your culture would have centered around your family. Groups of related people, or clans, linked the different Lenape groups together. Your mother would have passed down her clan membership to you. The system in which a mother's family connections determine her children's rights to using land and gathering food is called **matrilineage** (ma truh LI nee ij). For example, a Lenape mother could pass on ownership of a family's house.

Daily Life

Before the arrival of Europeans, Lenape villages could consist of several hundred people. If you had lived in one of these villages, our house would have been a wigwam or a longhouse. A **longhouse** is a large, rectangular house built from thin tree trunks, or saplings, and covered with bark and grasses. Your family and several other families could live in these shelters, which could be more than 100 feet long!



Section B

As a Lenape you would move regularly, according to the seasons. In spring you might live in a small hunting camp. In summer you might move to a small community near rich soil so that your mother could plant crops. In winter you would move back to the village community.

Your clothing would have been very different from what you wear now. As a Lenape you would wear animal skins. Women made clothing from deerskins, which they decorated by painting and sewing on wampum or small beads made from seashells. The beads were used as decorations and traded for goods. To stay warm in the winter, you would have worn leggings as well as snowshoes. Special clothing might have included cloaks made of turkey feathers and garments decorated with porcupine quills.



To mark important occasions—the birth of a child, finding the first corn of the summer, the fall harvest—the Lenape held special ceremonies. During these events the Lenape took part in songs, prayers, and rituals. The Lenape believed that all things contained a living spirit call **manetuwak** (Nay too wahk). People used prayers, dreams, and visions to seek guidance from the nametuwak.

The Doll Dance was, and still is today, a special Lenape ceremony held each year to ask for good health. Long ago, the Lenape believed that a child's cornhusk

Section B

doll was found to have great healing powers. To honor this spirit, called **Ohtas**, the Lenape carved special wooden dolls and held yearly dances.

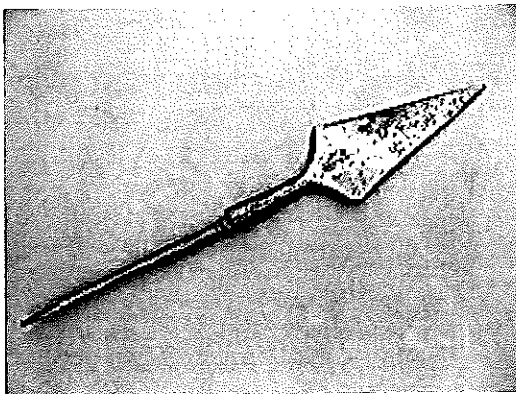


Farming, Foraging, and Hunting

The Lenape farmed New Jersey's rich soil, hunted the animals that lived in its forests, and caught the fish swimming in its waters.

Lenape women took charge of farming. They planted large gardens to grow squash, beans, sweet potatoes, and corn. The Lenape also **foraged**, or searched, for nuts, fruits, and berries. In New Jersey strawberries and cranberries supplied much food for the Lenape. The Lenape dried many of the foods they collected and grew. Drying preserved the foods and provided meals for winter.

The animals and fish native to New Jersey were an important source of food for the Lenape. Men hunted year-round for their families, using bows, arrows, and traps to catch a number of different animals such as deer, bear, otter, and turkey.



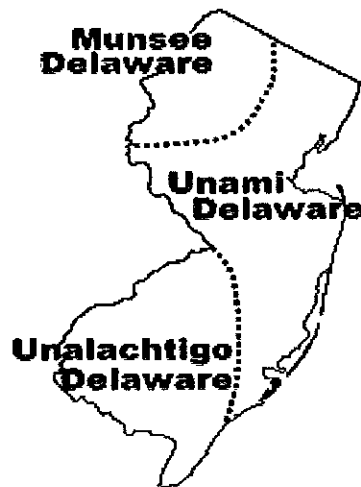
Lenape hunters used arrowheads to hunt deer and other animals.

Section B

New Jersey's rivers are home to great numbers of fish, including striped bass, sturgeon, and eels. Lenape caught fish with nets, fish traps, and bows and arrows. In the spring and early summer, the Lenape traveled to the ocean. There they collected oysters, clams, and other shellfish.

A New Name

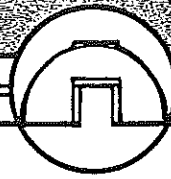
Today many people know the Lenape by another name, the Delaware. How did the Lenape get this name? The word *Delaware* is not a Native American name. The Lenape got this name in 1610 when Captain **Samuel Argail** sailed into a bay and named it for the first governor of Virginia—**Sir Thomas West, Third Lord De La Warr**. Since that time the bay, the river, and the people who originally lived along it have been called “Delaware.”



Section B



Native American Fact Sheets



FACT SHEET

THE NAVAJO

INTRODUCTION

The Navajo (NAV uh hoh) tribe is one of the largest in the western United States. The Navajo lived in the canyons and mountains of Arizona, New Mexico, and Utah. About 200,000 Navajo currently live on the 28,000-square-mile (72,520 square kilometers) Navajo reservation located in the Southwest. The Navajo people call themselves the "Dineh," which means "People."

CLOTHING

Long before they had contact with European explorers, the Navajo wore clothes made from deerskin. Men often wore breechcloths and leggings, while women wore deerskin dresses. Both men and women wore moccasins.

Later on, Navajo clothing was often brightly colored. Men wore shirts and pants that ended halfway between the knee and ankle. They also wore a blanket that they wrapped across one shoulder. The Navajo highlighted their clothing with belts, bracelets, and necklaces made from silver and leather.

As time went on, women wore dresses made from wool. These dresses were often made from two blankets sewn together at the shoulders. Women also wore cradleboards so they could carry their babies on their backs.

FOOD

In spite of the hot, dry climate of the Southwest, the Navajo grew and harvested corn, potatoes, wheat, and fruits. However, sheep were the main source of food for the Navajo. The meat was added to soup or stew along with vegetables. Fry bread, made from wheat they had grown, usually accompanied the meal.

SHELTER

The Navajo built circular-shaped earth lodge houses that they called hogans, a Navajo word meaning "house." A hogan had a frame of sticks and logs that were covered with mud. A hogan consisted of one giant room that measured about 20 to 30 feet (6 to 9 meters) across. There was a smoke hole in the center of the roof. The entrance to each hogan

always faced east so the Navajo could pay respect to the rising sun.

Separate from the house was a veranda called a ramada. The Navajo built each ramada from four poles and a frame. The frame was then covered with brush to provide shade.

In the summer, the Navajo often wandered with their sheep herds. When winter approached, they returned to their hogans to live. If a family member died, the hogan was abandoned and the family built a new one.

FAMILY LIFE

In the Navajo tribe, horses belonged to the men, while sheep and most other possessions belonged to the women. Navajo women spun, dyed, and wove the sheep's wool into beautiful blankets, clothing, and rugs. They incorporated many intricate designs and patterns. Navajo women used cacti and other plants, shrubs, and trees to make dye for their wool. Weaving was done outdoors on large vertical looms. Navajo women passed along their skills, traditions, and tools to their daughters. In fact, all Navajo property was passed from mother to daughter.

Navajo men were responsible for hunting, silverwork, and many ceremonial activities. Navajo silversmiths often made bridle ornaments for their horses, as well as belts, bracelets, rings, water bottles, and boxes.

Navajo men and women participated in dry painting. Dry painting was a type of sand painting used during a ceremony to help cure someone's illness. The dry painting was performed inside the hogan and often took hours to make. When the ceremony was over, the painting was destroyed because it had served its purpose.

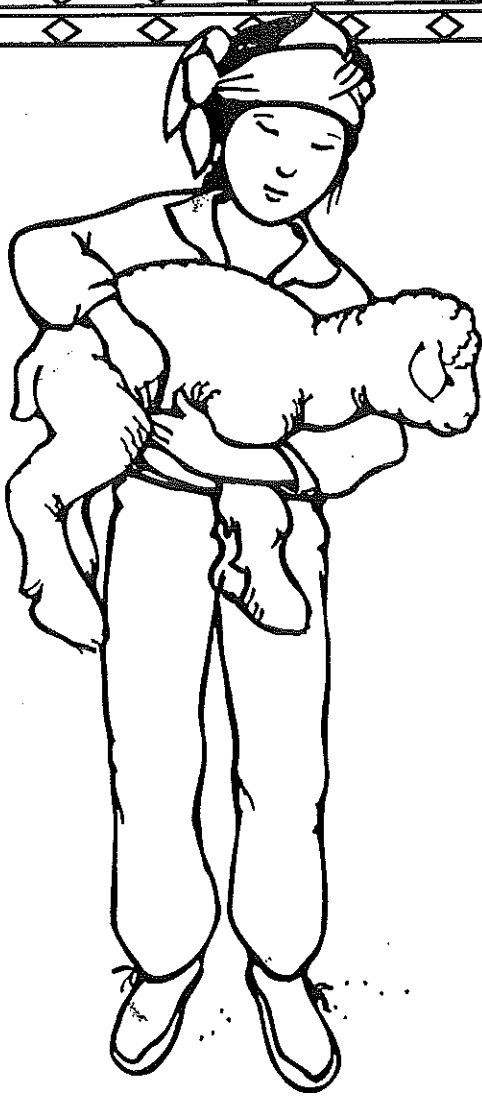
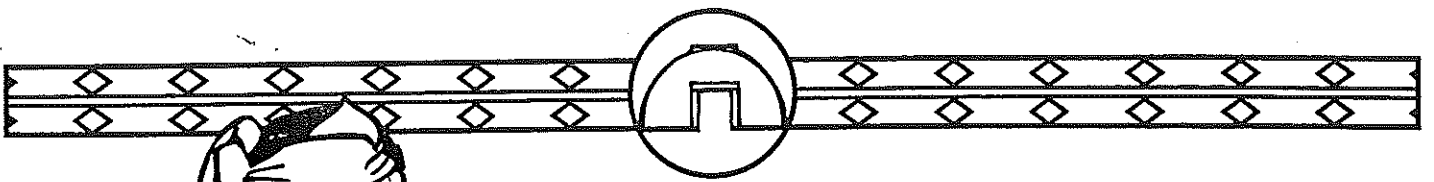
Navajo children were raised by grandparents, aunts, uncles, and older brothers and sisters. At an early age, Navajo children learned to respect and act like their elders.

Boys learned to hunt and track animals, while girls learned to cook and weave. Both boys and girls cared for sheep, which they were told would someday belong to them.

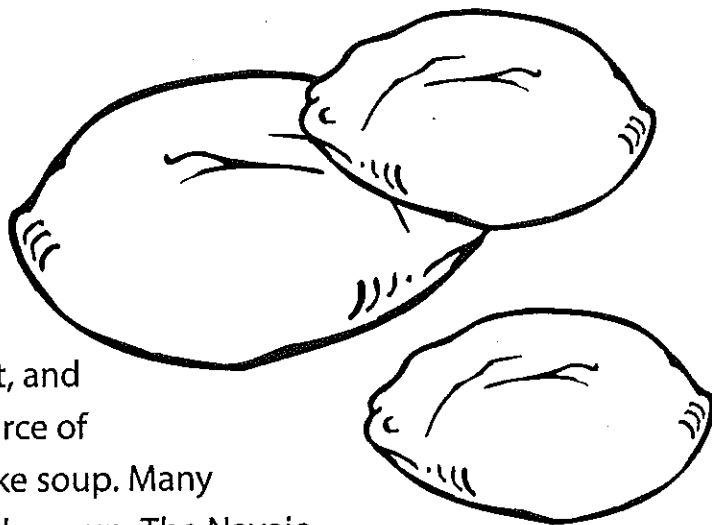
THE NAVAJO OF THE SOUTHWEST



The Navajo tribe is one of the largest Native American tribes in the United States. The Navajo refer to themselves as the "Dineh," which means "People." The Navajo lived in the canyons and mountains of Arizona, New Mexico, and Utah. About 200,000 Navajo live on a Navajo reservation today.

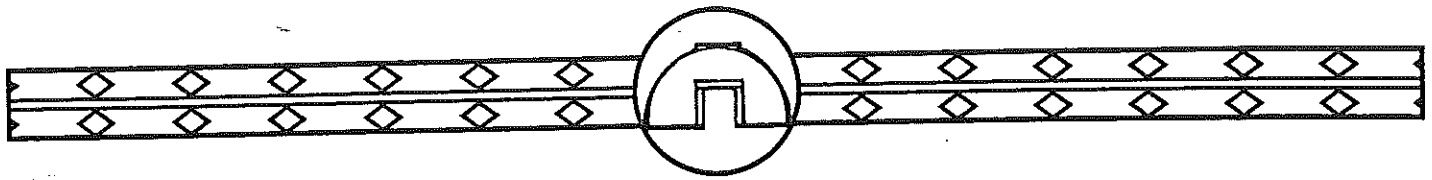


Long ago, the Navajo wore clothes made from deerskin. Later on, men wore brightly colored shirts, pants, and blankets wrapped across one shoulder. Women wore colorful dresses made from wool. They also strapped cradleboards to their backs so they could carry their babies. The Navajo also wore belts, bracelets, and necklaces made from silver, leather, and turquoise.



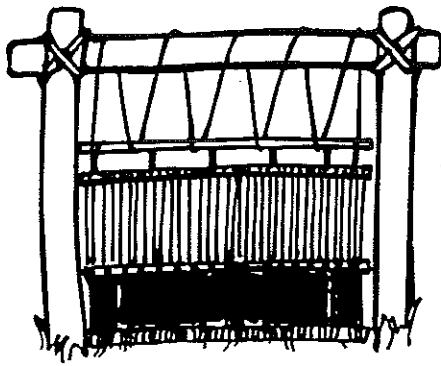
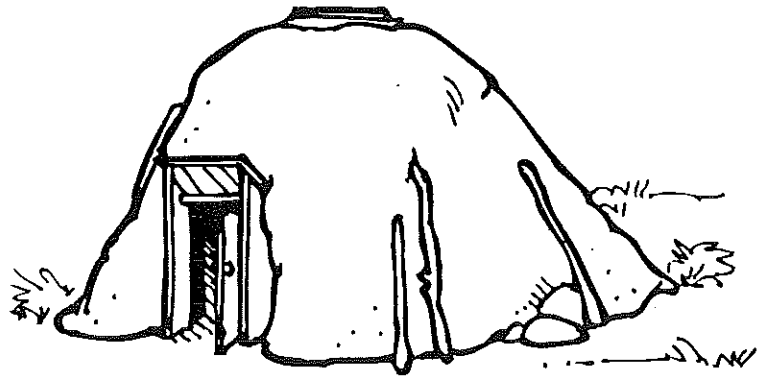
The Navajo planted and harvested corn, potatoes, wheat, and fruit. Sheep were their main source of food. The meat was used to make soup. Many vegetables were also added to the soup. The Navajo used the wheat they had grown to make **fry bread**. Fry bread was eaten at most meals.



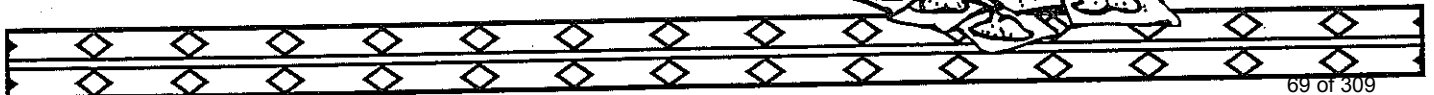
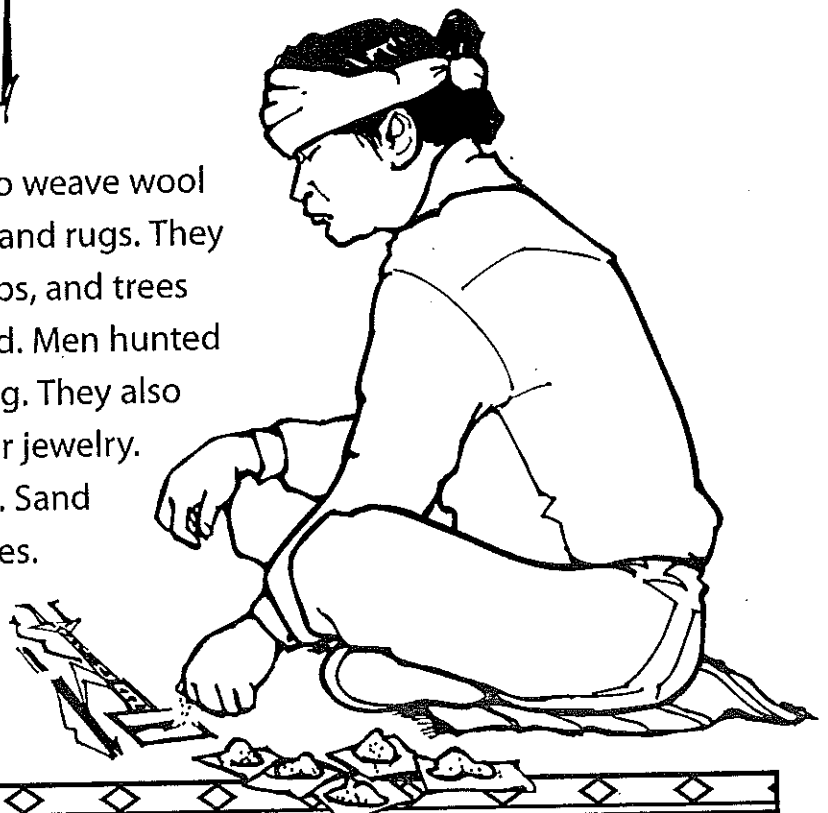


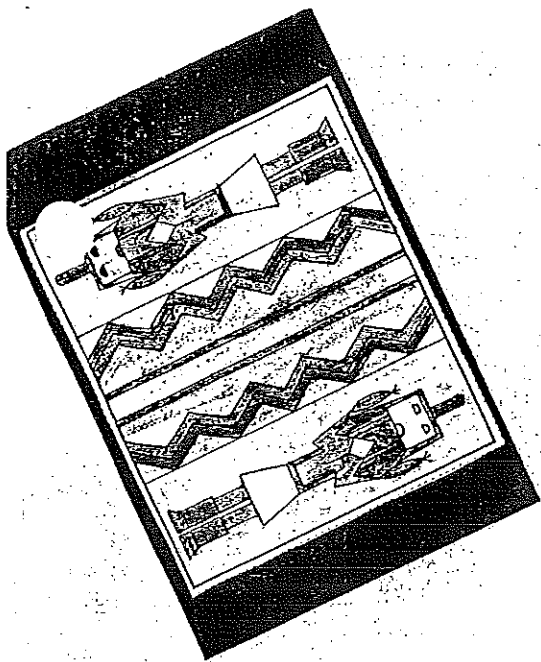
The Navajo people built lodges called **hogans**. **Hogan** is a Navajo word meaning "house." Hogans were sticks and logs packed with dirt and mud.

A hogan had one giant room that measured about 20 to 30 feet (6 to 9 meters) across. There was a smoke hole in the center of the roof. The door to each hogan always faced east so the Navajo people could give thanks to the rising sun.



Navajo women used a **loom** to weave wool into beautiful blankets, clothing, and rugs. They used cacti and other plants, shrubs, and trees to make the dye that they needed. Men hunted wild animals for food and clothing. They also made silver belts, rings, and other jewelry. The Navajo made sand paintings. Sand paintings were used in ceremonies. Once a ceremony was over, the painting was destroyed.





MATERIALS

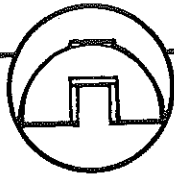
- page 73, reproduced for each student
- 9" x 12" (23 x 30.5 cm) black construction paper
- crayons
- watercolor paints
- paintbrush
- container for water
- paint cloth or newspapers
- scissors
- glue

CREATE A NAVAJO RUG

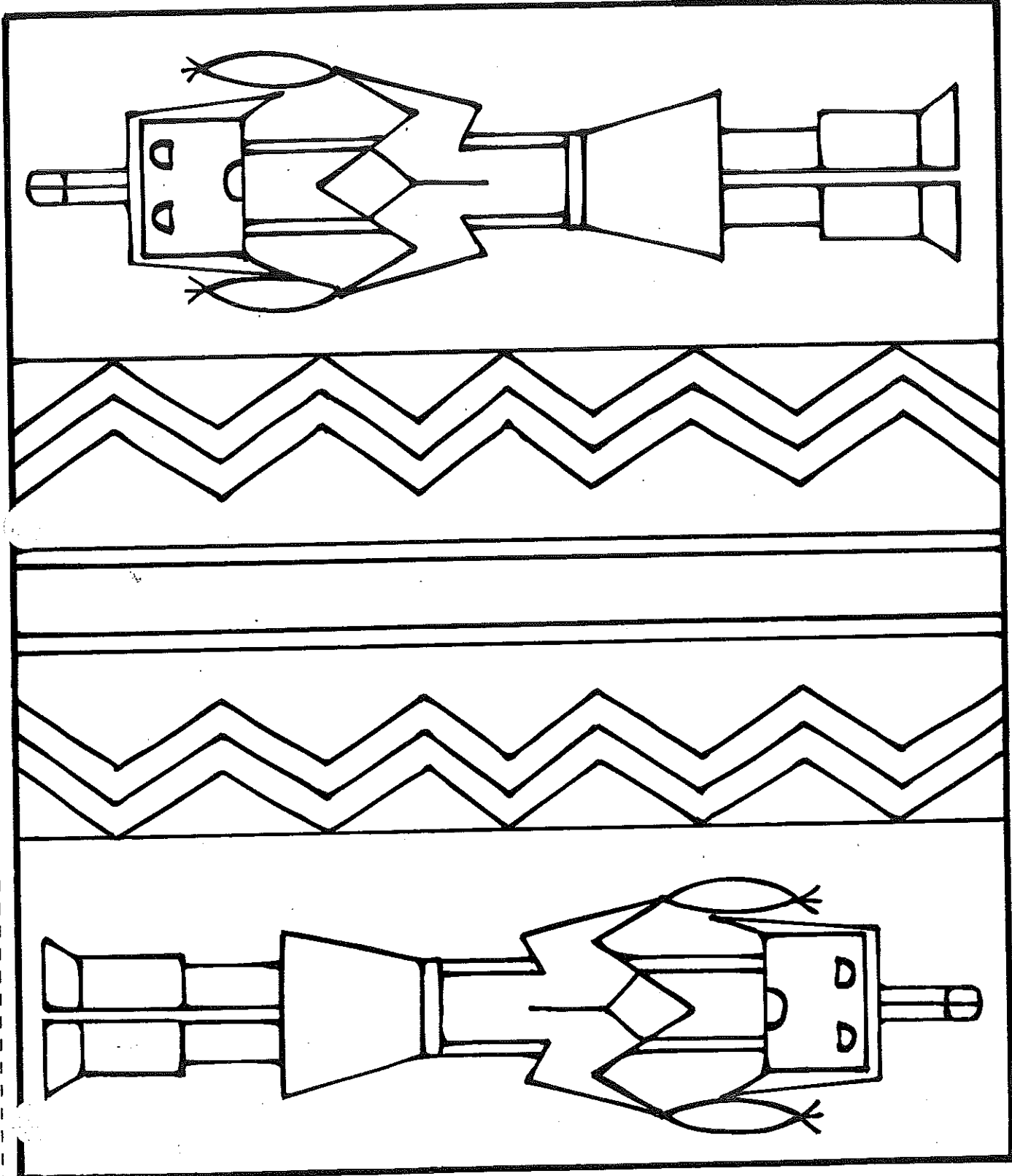
The Navajo are famous for their rugs using bold colors and geometric designs. Students create their own Navajo rugs when they use a watercolor wash to accent the crayon-colored rug.

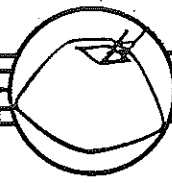
STEPS TO FOLLOW

1. If possible, use reference materials to show pictures of Navajo rugs.
2. Hand out the pattern for the rug. Students color the rug pattern using bold primary colors. When they color in the pattern, tell them to press hard to make the crayon marks dark and solid. Students should leave plenty of white space for the color wash in Step 4.
3. Cover the worktable with a paint cloth or newspapers.
4. Place the colored rugs on the table. Wet the paintbrush and dip it into the watercolor of choice. Brush across the picture of the rug, covering all the white space on the picture. This will give the picture a color wash look.
5. Allow the picture to dry.
6. Cut out the rug pattern and glue it to the black construction paper.
7. Optional: You may choose to cut a fringe on the edges of the construction paper.



CREATE A NAVAJO RUG





FACT SHEET

THE MAIDU

INTRODUCTION

Long ago, the land we know today as California was home to more than 60 small Native American tribes. One of these tribes, the Maidu (MY doo), roamed the fertile coastal lands, wooded hills, and river valleys of this region.

The Maidu called themselves "Maydi," which meant "human beings"; however, they used this word to include every living thing. The word *Maidu* is actually a European word that means "Digger Indians," because the Maidu often dug roots to supplement their diet.

CLOTHING

The Maidu wore very little clothing because of the warm climate. Men wore breechcloths, short skirts made from grass, or nothing at all. Some men wore their hair long; others wore it short. The Maidu did not use knives to cut their hair, though. Instead, they used hot coals and ashes to burn away the hair they wanted to remove.

Women wore long bone and wooden earrings decorated with feathers. They also wore caps made from river grasses. Around their waists, women wore aprons made from strips of bark or grass. Some women wore moccasins, while others preferred to go barefoot.

The Maidu wore special clothing for ceremonies. Women wore feather bunches, or dance plumes, on their heads. The feather bunches were made of quills, feathers, wood, and string. Men often wore feather crowns.

FOOD

The Maidu did not farm. They preferred to hunt and gather. The Maidu ate fish they caught from the ocean and rivers. They also hunted deer, elk, rabbit, squirrel, and birds. However, most of their diet consisted of seeds, acorns, and roots. The acorns were ground into flour and used to make bread or to thicken soup and porridge.

The village chief decided when Maidu men should hunt deer. If a Maidu killed a deer or any other living thing, they gave something back to the animal by dancing, praying, or singing.

SHELTER

Maidu homes were rounded earth lodges made from wood, earth, branches, and twigs. Next to each earth lodge, the Maidu built a barrel-shaped container in which they stored acorns and other seeds.

The Maidu lived in small villages surrounding one large village. Each small village consisted of many families. The villages faced south so that the Maidu could benefit from the constant rays of the warm sun. The Maidu always set up their villages near fresh running water, usually a nearby stream or river.

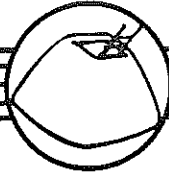
FAMILY LIFE

Maidu women were very skilled at making tightly-woven baskets. These baskets could hold a number of things—even water. The women made baskets from bark, grasses, twigs, and cattails. The Maidu used these baskets to gather seeds, store food, rock babies, and for hats. Each basket showed great workmanship and detail. No two baskets looked the same.

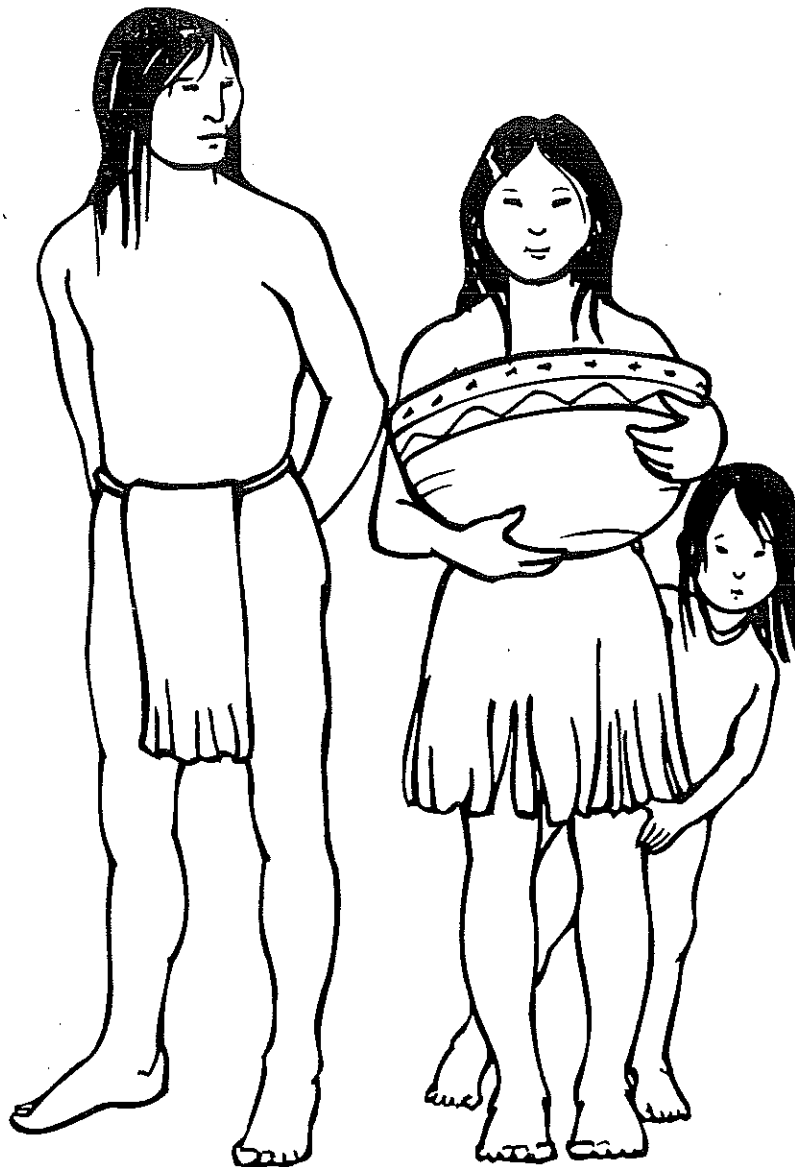
Small children and girls helped the Maidu women collect seeds and dig roots. They used seed beaters to knock the seeds off their tall stems. Then they collected the seeds in their baskets and trays. Girls also learned how to cook, tan hides, and make baskets.

The men of the tribe taught the boys how to fish and hunt. When a Maidu boy turned 15, he was admitted to the men's secret Kuksu society. For several days, a celebration occurred. When it was over, the boy was considered a man.

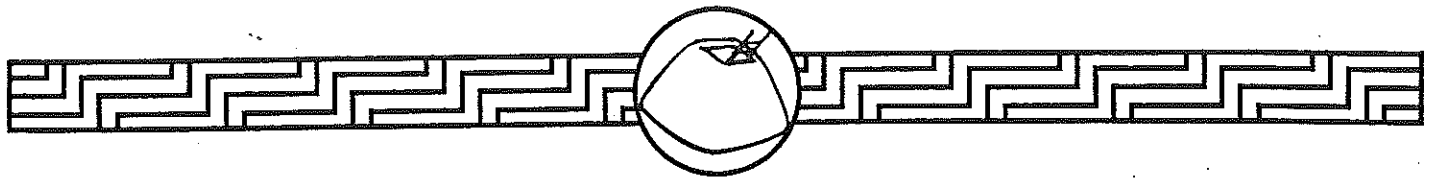
The Maidu participated in ceremonies, such as the Bear Dance. This ceremony included singing, dancing, and feasting. One tribe member pretended to be the bear. The person wore a bearskin and acted out the part of a hungry bear searching for food. Maidu children then chased after the bear with willow branches until the bear grew tired of running away. At this point, the bear gave a signal and singing, dancing, and praying began.



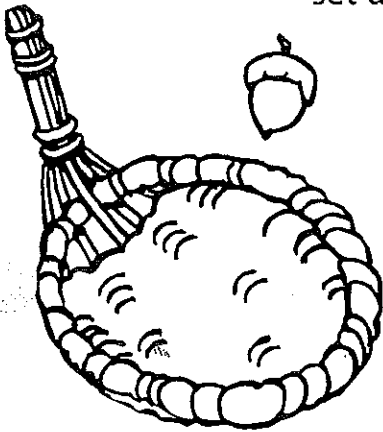
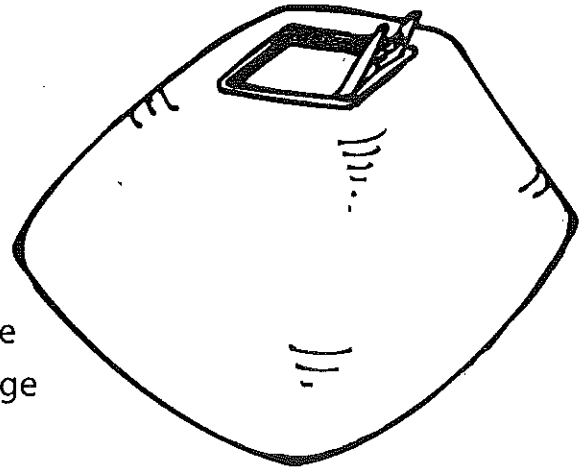
THE MAIDU OF CALIFORNIA



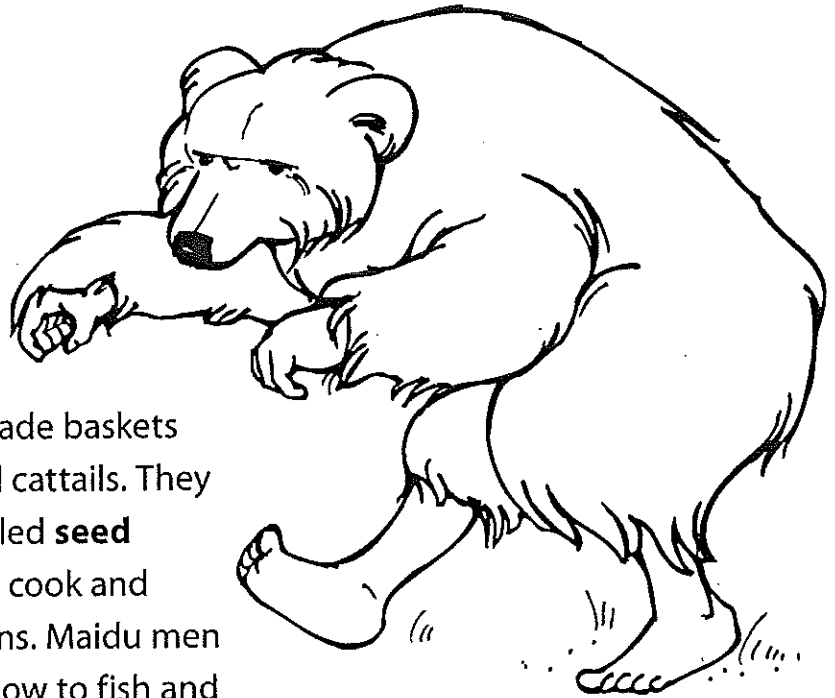
The Maidu roamed the wooded hills and river valleys of the land we know today as California. The Maidu called themselves "Maydi," which means "human beings." The Maidu were one of more than 60 Native American tribes that lived in California.

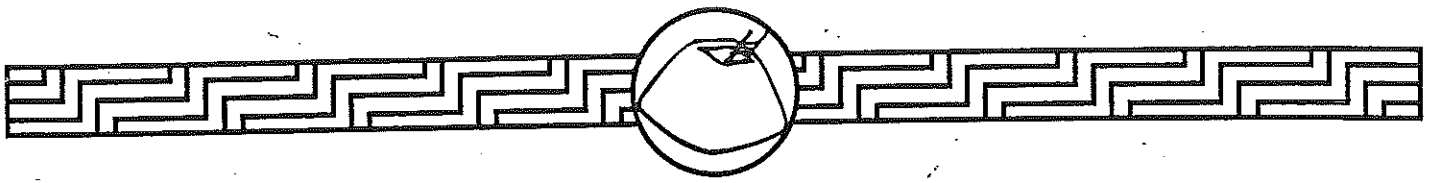


The Maidu built rounded homes made from wood, dirt, branches, and twigs called **earth lodges**. Next to each home was a barrel-shaped container used to store acorns and other seeds. A small Maidu village might have 15 people in it. A large village could have hundreds of people. The Maidu set up their villages near streams or rivers so they could have fresh water.

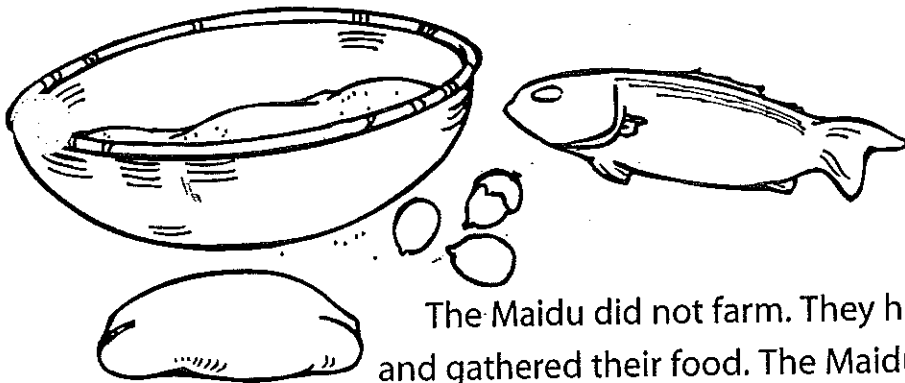


Maidu women and girls made baskets from bark, grasses, twigs, and cattails. They collected seeds in baskets called **seed beaters**. Girls learned how to cook and make clothes from animal skins. Maidu men taught the boys of the tribe how to fish and hunt. When a boy turned 15, the Maidu had a celebration. After the celebration, the tribe treated the boy as a man. The Maidu had other celebrations, such as the Bear Dance.

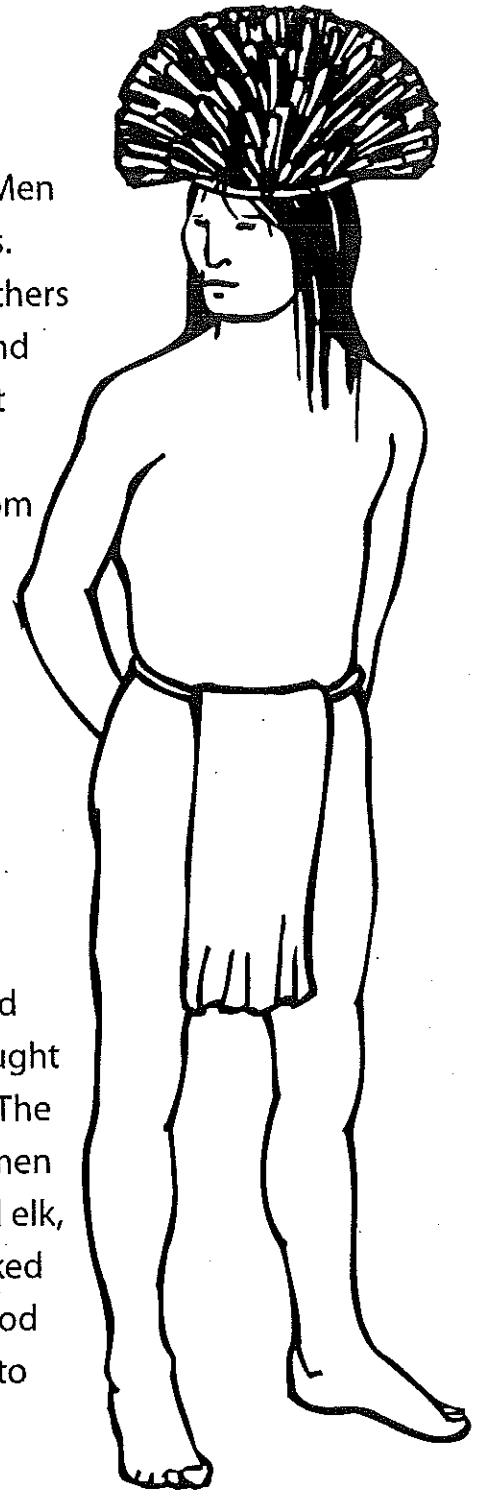


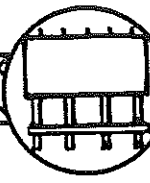


The Maidu wore very little clothing. Men wore breechcloths and short grass skirts. Some men wore their hair long, while others cut it short. The Maidu used hot coals and ashes to burn away the hair they did not want. Women wore aprons made from grass or bark. They wore caps woven from river grasses. Both men and women wore **feather bunches** at ceremonies.



The Maidu did not farm. They hunted and gathered their food. The Maidu caught and ate fish from the ocean and rivers. The village chief decided when the Maidu men should hunt deer. The men also hunted elk, rabbit, squirrel, and birds. The Maidu liked to eat seeds and roots. Their favorite food was acorns. The acorns were ground into flour and used to make bread or to thicken soup.





FACT SHEET

THE SEMINOLE

INTRODUCTION

The Seminole (SEHM uh nohl) people were once part of the Creek tribe. They farmed the southern regions of what is known today as Georgia and Alabama. When European settlers arrived, some of the Creek people decided to stay behind. Others decided to move to northern and central Florida. These people became known as the Seminole, a word meaning "runaway" or "wanderer."

CLOTHING

The Seminole people wore colorful cotton clothing decorated with striped or plaid designs. Patchwork designs were often made by sewing horizontal stripes from the top to the bottom of a garment.

Seminole women wore long-sleeved blouses and skirts that touched the floor. Women also wore many necklaces made of glass beads. Seminole women often received their first necklaces when they were very young girls, adding more strings of beads as time passed. It was not uncommon for a Seminole woman to wear several pounds of beaded necklaces that reached all the way to her ears.

Seminole men wore colorful shirts and plaid turbans on their heads. They also wore breechcloths and leggings. When the weather was cold, men often wore coats with ruffles called long shirts.

FOOD

The Seminole planted corn, beans, squash, other vegetables, and fruit. They also fished and hunted, often catching alligators in the Florida swamps. On land the Seminole hunted deer, bear, raccoon, squirrel, and birds. They also gathered wild foods such as roots and potatoes.

Each family farmed its own vegetable garden, but the village also had a community garden. Everyone planted and cared for the community garden. At harvest time, each family was allotted a certain amount of food.

Corn was an important part of the Seminole diet. It was often used to make a corn dish called hominy, or it was ground into meal to make cornbread. Another popular Seminole food was sofki, a thick porridge made from dried, mashed corn.

SHELTER

The Seminole living near the Everglades built open-sided wooden huts called chickees. A chickee was built on a platform raised about 3 feet (9 meters) off the swampy ground, and it had a thatched roof constructed of palmetto leaves. The roof kept out rain, while the open sides made it possible to feel the cool breezes. The Seminole slept in hammocks and had very little furniture; they spent most of their time outdoors. Each Seminole village had a cookhouse consisting of a raised hearth. A pot of food was left to cook on the hearth for most of the day.

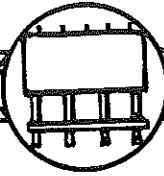
The Seminole who lived in northern Florida, where the land was drier, built a different type of home. Each family had two buildings. The main building had two rooms—one for sleeping and the other for cooking. The second building was a two-story building used mostly for food storage.

FAMILY LIFE

A Seminole village was made up of many families. The families in each village were related through their mothers. All women and their children belonged to the same clan.

Seminole women worked near the camp, taking care of the children, cooking, sewing, and gardening. Seminole men spent most of their time hunting, fishing, and farming. The Florida Everglades region, however, did not provide much useful farmland. Cattle were difficult to raise because the land was too swampy for grazing. Therefore, the Seminole people of this region gathered plants, fished, and hunted instead of growing crops.

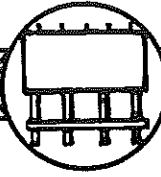
In early summer, the Seminole prepared for an important festival—the Green Corn Dance. Many Seminole villages came together to celebrate the festivities by dancing, playing games, and feasting. If a naming ceremony was to be held that year, it was performed as part of the Green Corn Dance. Each Seminole boy who took part in the ceremony was given a new name. The Seminole men and boys met at the Council house, while the women prepared for the feast.



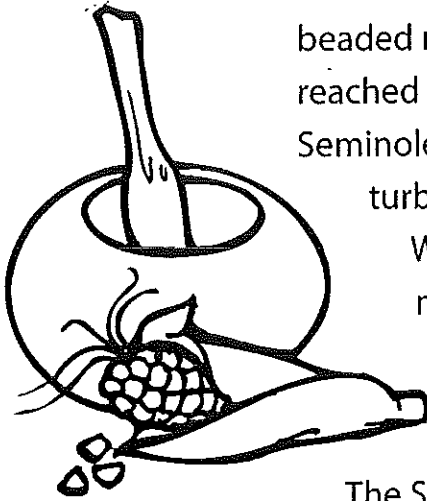
THE SEMINOLE OF THE SOUTHEAST



The Seminole people were once part of the Creek tribe. When European settlers arrived, some of the Creek people stayed behind. Other Creek people decided to move to Florida. The Creek that settled in Florida became known as the Seminole. **Seminole** is a word that means "wanderer" or "runaway."

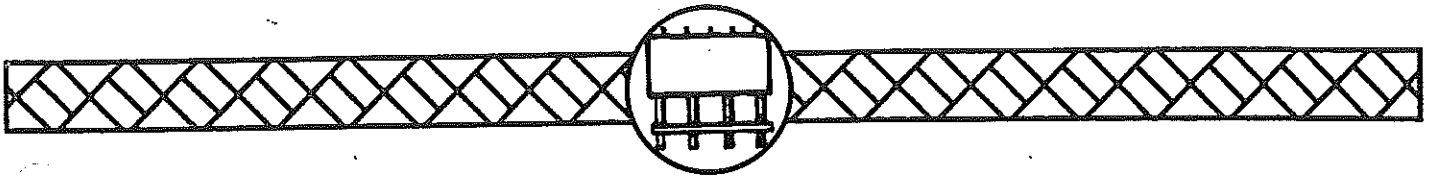


The Seminole wore colorful cotton clothing. Women wore long-sleeved blouses and skirts that touched the floor. They also wore many beaded **necklaces**. Sometimes the necklaces reached from a woman's neck to her ears. Seminole men wore colorful shirts. They wore turbans, leggings, and breechcloths. When the weather was cold, men wore ruffled coats called long shirts.



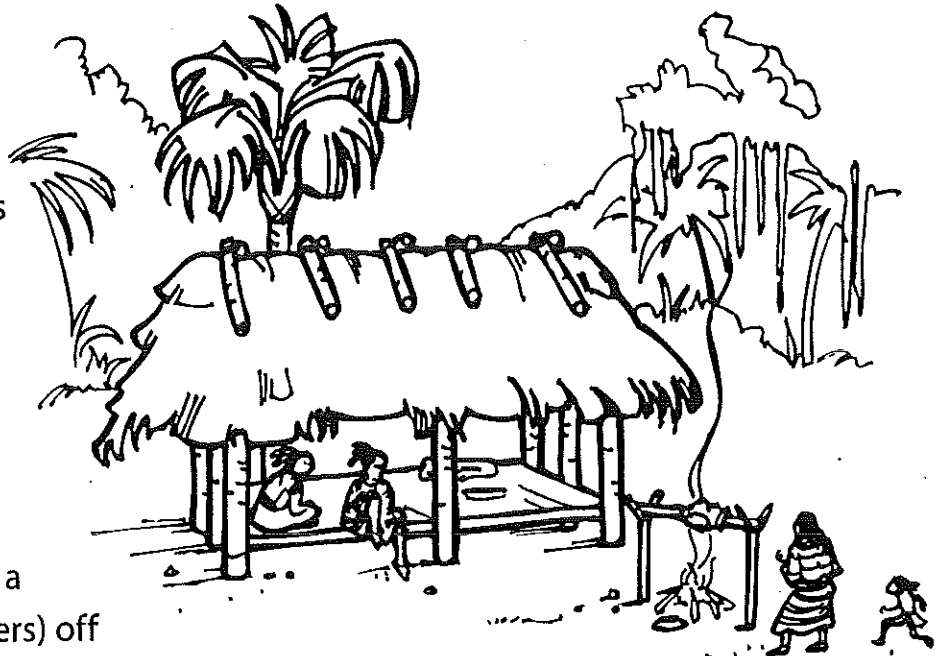
The Seminole planted corn, beans, and squash. Corn was cooked to make a favorite food called **hominy**. The Seminole also fished and caught alligators in Florida swamps. They hunted deer, bear, raccoon, squirrel, and birds. Each family had its own vegetable garden. People also worked in the village garden. Everyone planted and harvested together.





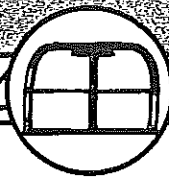
Seminole people who lived in drier parts of Florida built their homes directly on the ground. The Seminole who lived in the swamps built wooden huts called **chickees**.

A chickee was built on a platform 3 feet (9 meters) off the wet, muddy ground. A chickee had a roof made from palmetto leaves. A chickee had no walls. Seminole families could sit inside their chickees and feel the cool breezes. At night each person slept in a hammock inside the chickee.



Seminole women took care of the children, cooked, sewed, and worked in the garden. Seminole men hunted, fished, and farmed. Each summer the Seminole prepared for an important festival called the Green Corn Dance. People from many villages gathered. They danced, played games, ate food, and celebrated. Sometimes Seminole boys would receive new names. While the men and boys met at the Council house, the women got ready for the feast.





FACT SHEET

THE IROQUOIS

INTRODUCTION

The Iroquois (IHR uh kwoy) Confederacy was made up of five nations: the Mohawk, Oneida, Onondaga, Seneca, and Cayuga. Eventually a sixth nation, the Tuscarora, also became part of the Iroquois Confederacy. The name *Iroquois* means "People of the Longhouse." The Iroquois inhabited the northeastern woodlands of present-day New York and Quebec.

CLOTHING

Most Iroquois clothing was made from deerskin. Men often wore a pair of loose-fitting leggings and a breechcloth, which was held in place by a long belt. When the weather was cold, Iroquois men wore fringed deerskin shirts. Sometimes men wore kilts and caps covered with feathers. Most Iroquois men cut off all of their hair, except for one section that ran down the center of their scalp. This section of hair, called a roach, is known today as a "mohawk."

Iroquois women wore long deerskin skirts and leggings. In cooler weather, they wore fringed capes as blouses. Women grew their hair long and usually wore it braided. Both men and women wore moccasins. Most Iroquois clothing was decorated with colorful beads and quills.

FOOD

The Iroquois were primarily farmers, although they hunted game, fished, and gathered fruits and nuts. The three most important crops were corn, beans, and squash, which the Iroquois called "The Three Sisters." The Iroquois were able to grow 15 types of corn, 8 types of squash, and more than 60 types of beans.

In the spring, the Iroquois collected sap from maple trees to make maple syrup. Spring was also planting time. During the summer, as the crops grew, Iroquois men often caught fish. When it was harvest time, women and children picked and preserved corn, while men prepared to hunt in the mountains for deer and moose. Fall was also the time when nuts such as acorns, hickory nuts, hazelnuts, and chestnuts were plentiful. Iroquois women and children wandered through the forest and gathered nuts from the forest floor.

SHELTER

The Iroquois lived in long, narrow buildings called longhouses. An average-size longhouse was about 100 feet (30 meters) long and 20 feet (6 meters) wide. A longhouse was home to many Iroquois families belonging to the same clan.

A long hallway ran down the center of the longhouse, dividing it into two halves. Along the sides of the longhouse, Iroquois families lived in small areas. The family area was divided into two levels. On the lower level, the entire family slept together under a bearskin blanket. On the upper level, the family stored their belongings.

The Iroquois built their longhouses near riverbanks and surrounded their villages with high fences or palisades. Each day and night an Iroquois warrior guarded the village. After about 10 years, the soil was no longer as rich as it once had been. When this occurred, the Iroquois would leave their villages to search for fertile farmland and build new homes.

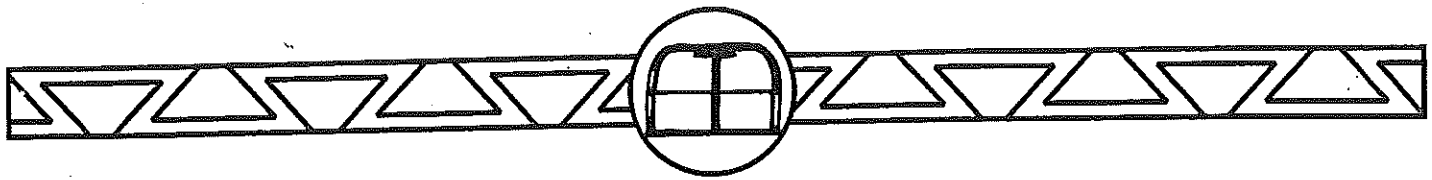
FAMILY LIFE

The Iroquois formed a Great Council in which all of the members were male. However, the men chosen for the Great Council were picked by the women. The purpose of the Great Council was to discuss the needs of all nations and make important decisions together.

Leaders were notified of Council meetings when strings of wampum were sent to their villages. Wampum was a collection of small beads made from shells and woven into belts.

Special ceremonies were also an important part of Iroquois life. Each August the Iroquois held the Green Corn Ceremony in order to give thanks to "The Three Sisters" for a plentiful harvest.

Children were important to the Iroquois. Babies were kept safe in cradleboards until they were two years old. Iroquois men and women often made toys for their children, such as toy birch-bark canoes and cornhusk dolls dressed in deerskin clothing. Boys learned how to hunt, trap, and fish for food. Girls learned how to plant seeds, harvest crops, cook, and make clothing.

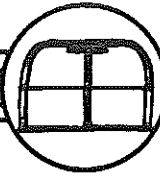


THE IROQUOIS OF THE NORTHEAST

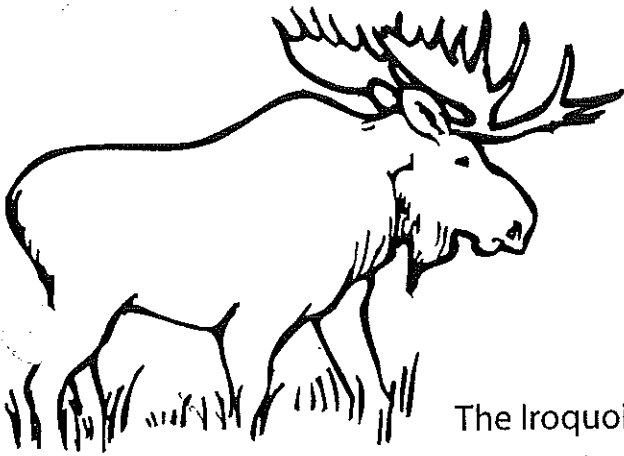


The name **Iroquois** means "People of the Longhouse." The Iroquois were actually six nations combined together. The five original nations were the Mohawk, Oneida, Onondaga, Seneca, and Cayuga. Later on, the Tuscarora joined. The Iroquois lived in the area we know today as Quebec and New York.



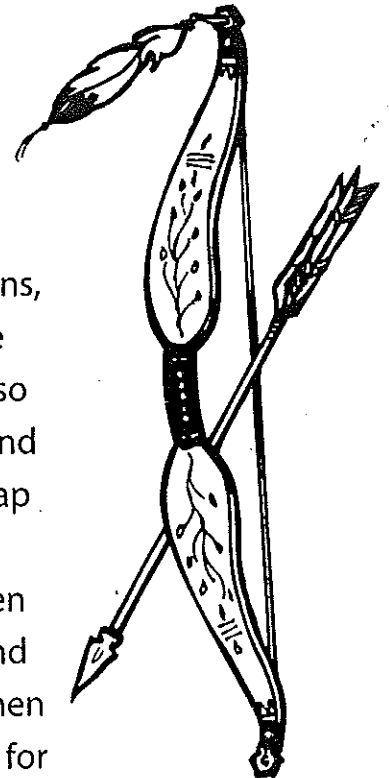


Most Iroquois clothing was made from deerskin. In the winter, they wore fringed deerskin shirts. Sometimes men wore kilts and caps that were covered with feathers. Iroquois women wore long deerskin skirts and leggings. In the winter, they wore fringed capes as blouses. Iroquois clothing was decorated with colorful beads and quills. Both men and women wore moccasins.

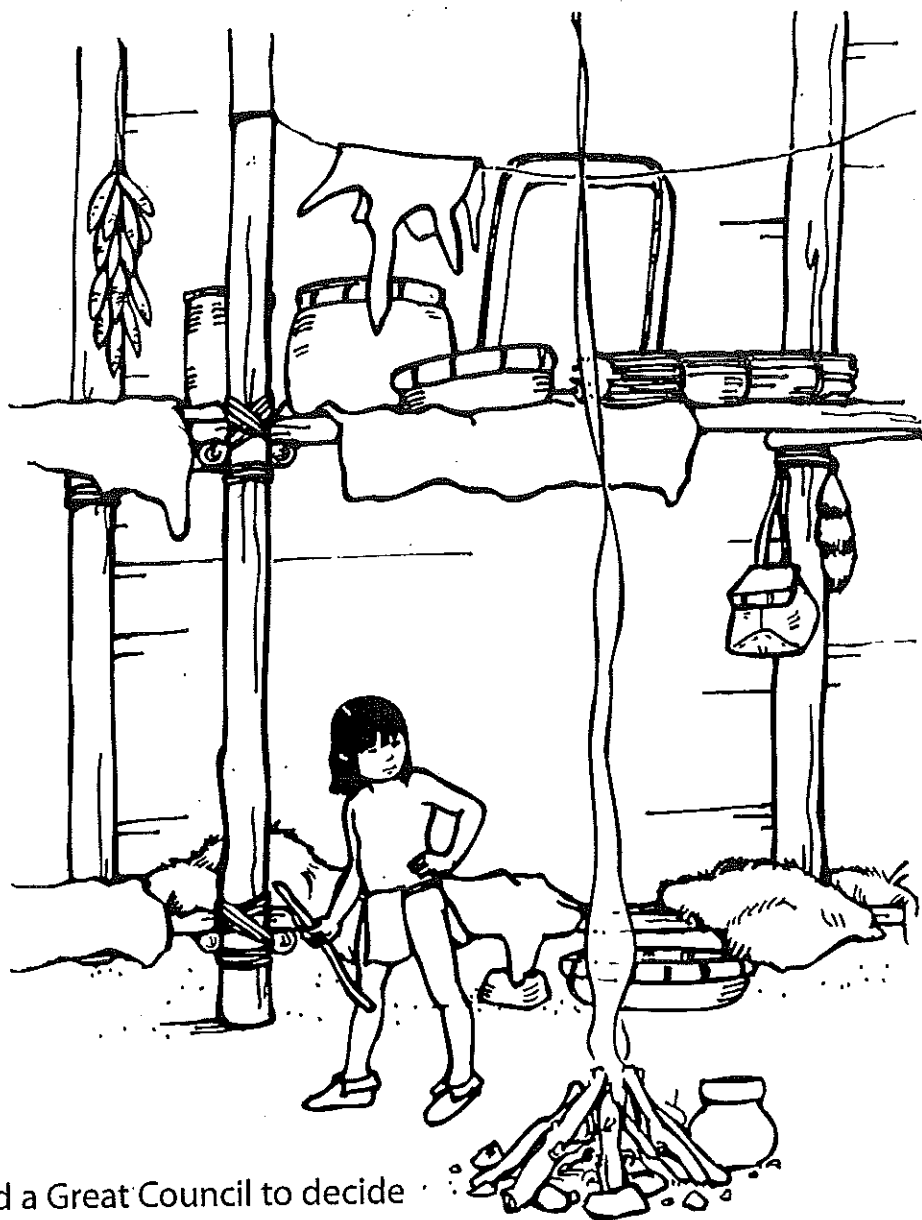


The Iroquois were mostly farmers. The three most important crops were corn, beans, and squash. The Iroquois called these three crops "**The Three Sisters.**" The Iroquois also hunted game, fished, and gathered fruits and nuts. In the spring, the Iroquois collected sap from maple trees and made maple syrup.

When it was harvest time, women and children picked corn and gathered nuts. Iroquois men hunted in the mountains for deer and moose.

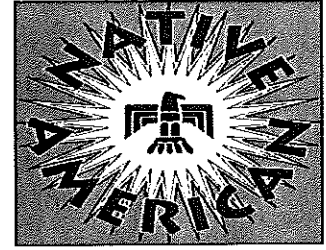


The Iroquois built long, narrow buildings called **longhouses**. A longhouse was home to many Iroquois families. A long hallway divided the longhouse into two halves. Each family lived in a small area divided into two levels. On the upper level, they stored their belongings. On the lower level, the family slept.



The Iroquois formed a Great Council to decide important matters. Iroquois women were in charge of the village. They chose the men who would be on the Council. The women owned the property. They farmed and took care of the children. The men hunted and were good fur traders. They used beads called **wampum** for trading. Boys learned how to hunt, trap, and fish. Girls learned how to plant seeds, cook, and make clothing.

Native American Project Making the Past Come Alive



You will research information about Native Americans and turn this information into two well written paragraphs from the facts you researched. You will create a model of a Native American home, a costume, a tool or weapon, a craft, or a game depicting one aspect of Native American life.

1. Each paragraph must include:
 - a topic sentence
 - supporting details
 - conclusion
2. Build a model of a Native American (**choose one**)
 - Home
 - Craft
 - Costume (dress)
 - Tool or weapon
 - Game
3. Practice how you will present your research and replica to the class.

Facts to be included in paragraph:

Introduction:

- Name of tribe
- What the tribe name means
- Geographical location – could include present day state names or describe area using natural landmarks

If you choose:

Home:

Description of home including:

- Materials used in building this home
- Size of home
- How they built this home and amount of time it took
- Number of people living in a typical home
- Furnishings
- Description of Village

Native Attire - Costume:

- Description of native attire - costume
- Materials used in making of native attire - costume
- Decorations and designs used in native attire – costume

Tool or Weapon:

- How was this tool or weapon was made
- What material was used to make this tool or weapon
- Describe the use of the tool or weapon

Craft:

- Identify the Native American tribe it represents
- Include background information
- Include directions for making the craft

Game:

- Describe the purpose of the game and who played the game
- Explain the rules of the game
- Explain when the game was played

Name _____

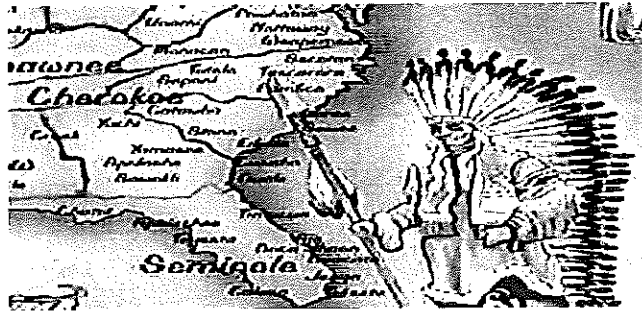
Date _____



Grade 3 – Native Americans – Making the Past Come Alive - Rubric

	4	3	2	1
Research Information	<i>Research & Replica includes:</i> <ul style="list-style-type: none"> Name of tribe What tribe name means Geographical location of tribe All information listed for project replica Topic sentence Supporting details Conclusion 3 or more well written paragraphs MODEL MUST BE COMPLETED	<i>Research & Replica includes:</i> <ul style="list-style-type: none"> Name of tribe What tribe name means Geographical location of tribe All information listed for project replica Topic sentence Supporting details Conclusion 2 or more well written paragraphs MODEL MUST BE COMPLETED	<i>Research & Replica includes:</i> <ul style="list-style-type: none"> Name of tribe What tribe name means Geographical location of tribe All information listed for project replica Topic sentence Supporting details Conclusion 2 or more well written paragraphs <i>(missing 1 element)</i> MODEL MUST BE COMPLETED	<i>Research & Replica includes:</i> <ul style="list-style-type: none"> Name of tribe What tribe name means Geographical location of tribe All information listed for project replica Topic sentence Supporting details Conclusion 2 or more well written paragraphs <i>(missing 2 or more elements)</i> MODEL MUST BE COMPLETED
Content Clarity	<ul style="list-style-type: none"> Content is well organized and covers content in depth with details 	<ul style="list-style-type: none"> Content is well organized and includes essential details 	<ul style="list-style-type: none"> Content is disorganized and 1-2 factual errors 	<ul style="list-style-type: none"> Content is disorganized and 3 or more factual errors
Spelling & Grammar	<ul style="list-style-type: none"> No spelling or grammatical errors. 	<ul style="list-style-type: none"> No spelling or grammatical errors. 	<ul style="list-style-type: none"> One spelling or grammatical error. 	<ul style="list-style-type: none"> Several spelling or grammatical errors.
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed that I knew all about my project Made eye-contact. Listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed that I knew all about my project. Made eye contact. Listened respectfully to others as they presented. 	<i>Missing 1 of the following elements:</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed that I knew all about my project. Made eye contact. Listened respectfully as others presented. 	<i>Missing 2 or more of the following elements:</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed that I knew all about my project. Made eye contact. Listened respectfully as others presented.

Native American Project Museum Monologue Project



You will write and perform a monologue about one Native American group and their way of life. Your monologue should be about 2-3 pages (approximately 2-3 minutes). You will choose a partner for your performance. You will choose one Native American group to write your monologue about.

In your monologue you must include the following:

- Where the tribe lived
- What kinds of homes they built and lived in
- Describe the religious beliefs
- Describe any customs, traditions, or special ceremonies
- Food they ate and how it was obtained
- Clothing they wore
- Tools they made and used

Each group will perform their monologue in character (as the Native American you have chosen) in class. Therefore your monologue should be written in first person. You should take turns speaking during the presentation. Monologues should be memorized and rehearsed so that you speak naturally during your performance. You should make simple costumes to enhance your project.

Name _____

Date _____

Grade 3 – Native American Museum Monologue Project - Rubric

	4	3	2	1
Monologue Elements	<i>Monologue includes:</i> <ul style="list-style-type: none"> Where the tribe lives What kinds of homes they lived in Description of religious beliefs Description of customs, traditions, or special ceremonies Food they ate and how it was obtained Clothing they wore Tools they made and used Written in first person- (more than 3 pages) 	<i>Monologue includes:</i> <ul style="list-style-type: none"> Where the tribe lives What kinds of homes they lived in Description of religious beliefs Description of customs, traditions, or special ceremonies Food they ate and how it was obtained Clothing they wore Tools they made and used Written in first person – 2-3 pages 	<i>Monologue includes:</i> <ul style="list-style-type: none"> Where the tribe lives What kinds of homes they lived in Description of religious beliefs Description of customs, traditions, or special ceremonies Food they ate and how it was obtained Clothing they wore Tools they made and used Written in first person – 2-3 pages (missing 1 element) 	<i>Monologue includes:</i> <ul style="list-style-type: none"> Where the tribe lives What kinds of homes they lived in Description of religious beliefs Description of customs, traditions, or special ceremonies Food they ate and how it was obtained Clothing they wore Tools they made and used Written in first person – 2-3 pages (missing 2 or more elements)
Content Clarity	<ul style="list-style-type: none"> All content is easy to read and all elements are clearly written. 	<ul style="list-style-type: none"> All content is easy to read and most elements are clearly written. 	<ul style="list-style-type: none"> Content is hard to read and elements written unclearly. 	<ul style="list-style-type: none"> Content is hard to read and elements are written unclearly.
Spelling & Grammar	<ul style="list-style-type: none"> No spelling or grammatical errors on written monologue. 	<ul style="list-style-type: none"> No spelling or grammatical errors on written monologue. 	<ul style="list-style-type: none"> One spelling or grammatical error on written monologue. 	<ul style="list-style-type: none"> Several spelling or grammatical errors on written monologue.
Cooperation	<ul style="list-style-type: none"> Worked cooperatively during class with partner all the time with no need for teacher intervention. 	<ul style="list-style-type: none"> Worked cooperatively with partner most of the time but had a few problems that partners resolved themselves. 	<ul style="list-style-type: none"> Worked cooperatively with partners most of the time, but had one problem that required teacher intervention. 	<ul style="list-style-type: none"> Worked cooperatively with partners some of the time, but had several problems that required teacher intervention.
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed that I knew all about my project Made eye-contact. Listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed that I knew all about my project. Made eye contact. Listened respectfully to others as they presented. 	<i>Missing 1 of the following:</i> <ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed that I knew all about my project. Made eye contact. Listened respectfully as others presented. 	<i>Missing 2 or more of the following:</i> <ul style="list-style-type: none"> I spoke clearly (rate and volume) I showed that I knew all about my project. I made eye contact. I listened respectfully as others presented.

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 3
Moving West & Immigration

Suggested Lessons – Moving West & Immigration

Before beginning the unit, it may be useful to contact people from the community who have immigrated into the US who may be willing to share their experiences with the class (i.e.; parents, staff members, other students, etc.).

Many of the lessons suggest pages to read and discuss in the Social Studies: Communities textbook. These pages may be read in a variety of ways based on students' needs- aloud (whole class or small groups), independently, or in pairs.

Lesson 1: Introduction to “People Move from Place to Place”

- In small groups, have students look closely at the photo on p.144-145 (or use Maplewood Past and Present by Helen Bates). Ask them to discuss what they notice in the photo, and how communities change over time, and why. Have groups share their ideas.
- Explain that this unit will explore how US communities changed in the 1800s because of migration and immigration. Interpret the maps on p.146-147 by using the “Talk About It” questions to lead discussions.
- Refer to textbook p.148-149 for strategies for previewing and strengthening vocabulary.

Lesson 2: Settlers in St. Louis

- Read and discuss textbook p.150-151
- Have each student write a question about what they read (that requires an answer of more than ‘yes’ or ‘no’), and exchange with a partner. Switch several times.
- Pose the following question and discuss:
 - *Why did St. Louis become important to settlers moving west?*
- Read and discuss textbook p.152-151.
- Compare and contrast St. Louis in the 1800s to St. Louis today. (Addendum 1)
- Dramatize the readers’ theater, “Hello, St. Louis!” on p. 154-157.

Lesson 3: Moving West

- Refer to the “Get Set to Read” section on p.160 to activate students’ prior knowledge and make connections.
- Pose the following questions and discuss:
 1. *Have you ever experienced traveling?*
 2. *Where did you go?*
 3. *What form of transportation did you use?*
 4. *How long did it take?*
- Read and discuss p.160-161 and 14-165.
- Have small groups make a t-chart of the pros and cons to making a long journey on a wagon, railroad, or jet. (Addendum 2)

Lesson 4: More Moving West

- Ask students to write down other questions they have about traveling west in the 1800s.
- Read aloud, If You Traveled West in a Covered Wagon by Ellen Levine to find answers to their questions.

Lesson 5: Introduction to Immigration

- Use the read-aloud on p.169F (teacher’s edition only) to preview the chapter.
- Pose the following question and discuss:
 - What does immigration mean to you?

-
- Preview the vocabulary on p.170-171.
 - Have small groups make collages (by cutting pictures out of magazines) depicting the diversity in the U.S.

Lesson 6: Many Immigrants

- Read and discuss textbook p.172-175.
- Use a map to identify countries West-Coast immigrants came from.
- Pose the following question and discuss:
 - Why did many immigrants settle in California?
- **Optional:** Read Aloud: *Grandfather's Journey* by Allen Say.
Read Aloud: *From Slave Ship To Freedom Road*

Lesson 7: East Coast Immigrants

- Read and discuss p.176.
- Pose the following question and discuss:
 - Where did many immigrants who came to the East Coast in the late 1800's and early 1900's go first? Why?
- Use a Venn Diagram to compare Angel Island and Ellis Island. (Addendum 3)
- Refer to the "Drama" section on p.176 (TE), and have students role-play conversations between an immigrant and a reporter.

Lesson 8: Ellis Island

- Have students generate questions they still have about immigrating to America in the 1800s.
- Use If Your Name Was Changed at Ellis Island by Ellen Levine to find answers to their questions.

Lesson 9: Immigration Through Historical Fiction

- Read either Molly's Pilgrim by Barbara Cohen or "Hannah's Journal" on textbook p.178-181.
- Have students write about or discuss what experiences immigrants face(d).
- **Optional:** Show the movie version of "Molly's Pilgrim".

Lesson 10: Immigration Through Primary and Secondary Sources

- Refer to p.182-183.
- Use the interviews found at <http://teacher.scholastic.com/activities/immigration/index.htm> for more primary sources.
- Pose the following question and discuss:
 - What is the difference between a primary and secondary sources?
- Have students write down important information about why the person left their country, what their journey was like, and what life was/is like for them in the U.S.
- Discuss the value of using primary sources to gather information.

***Teacher Reference:** Immigration: Challenges for New Americans – Teacher's Guide Primary Source Set (attached)

Lesson 11: Immigrant Contributions

- Pose the following question and discuss:
 - In what ways have immigrants contributed to our country?
- Read p.177 and discuss immigrant contributions in the forms of work ethic, diversity, food and inventions.

-
- Use <http://www.enchantedlearning.com/inventors/1800b.shtml> to chart inventions by some U.S. immigrants.

Lesson 12: Introduce Project-based Assessments and Rubric

- Project 1 – Immigration – A Front Page Story
- Project 2 – Post Cards from a Journey

Lesson 13: Project Sharing

Assessment

Students have a choice between project-based assessments:

- **Immigration - A Front Page Story** – Write a newspaper article to include an interesting headline, a catchy opening and closing. Include who has moved either in or out. What is happening (immigration or migration)? When is this taking place? Where are these changes happening? Why are people moving and how has this changed the community.

Travel Poster – Research one country of interest and create a travel poster along with artifacts relating to that country. Highlighting its geographical location, types of government and points of interest.

Addendum 1

Column Venn Diagram

Compare St. Louis in the 1800's and St. Louis today.

St. Louis 1800's	Shared Characteristics	St. Louis Today

Addendum 2

The pros and cons to making a long journey on:

Wagon

Pro	Con

Railroad

Pro	Con

Jet

Pro	Con

IMMIGRATION: CHALLENGES FOR NEW AMERICANS

From its beginnings, the United States has been shaped by people from many nations. Some of the men considered today to have been the founders of the United States were born far from the thirteen original colonies. Alexander Hamilton, for example, was born on the island of St. Kitts in the British West Indies. Nonetheless, issues surrounding immigration and citizenship have caused debate—and controversy—since the 1790s.



HISTORICAL BACKGROUND

With each new wave of immigration, Americans responded with a spectrum of attitudes ranging from the hostile to the hospitable. This primary source set offers opportunity to study the topic of immigration from the early nineteenth century to the middle of the twentieth century.

Challenges: Founders and Foreigners

Although the United States was founded with the help and inspiration of people and ideas from various countries, some U.S. citizens have voiced suspicions of foreigners and immigrants at various times throughout its history. In 1798, a period of diplomatic tension with France culminated in the passage of a series of laws known as the Alien and Sedition Acts. Where immigration was concerned, the bill extended the period of residency required for citizenship from five to fourteen years. It also

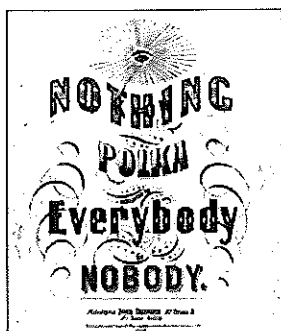
allowed the president (John Adams at the time) to deport any "alien" considered to be "dangerous to the peace and safety of the United States."

By 1800, the sentiment behind the acts had diminished, but would revive decades later as German and Irish immigrants came to the United States in larger numbers.

Challenges: The Know-Nothings and Immigration during the Antebellum Period

German and Irish immigrants left their homes for a variety of reasons, ranging from famine to political repression. However, some native-born Americans resented these new arrivals. In 1849, some organized into an anti-Catholic, anti-immigrant political group famously called the "Know-Nothings," which derived its name from the secrecy of its members.

Know-Nothings believed that native-born Americans were superior to the newly arrived immigrant groups on the basis that Irish and German immigrants tended to be poorer and Catholic,



Know Nothing Polka
<http://www.loc.gov/pictures/item/2008661569/>

which Know-Nothings took as traits of cultural and economic backwardness. The Irish, in particular, became economic scapegoats during periods of economic uncertainty, a pattern that would repeat itself during subsequent waves of immigration.

Resentment toward the Irish began to abate after the Civil War when Irish American communities became more established.

Challenges: Immigration in an Industrializing America

During the Industrial era, immigrants from various parts of Asia and Eastern and Southern Europe came in even greater numbers than those from Western Europe.

Tales of the gold rush in the American West drew thousands of Chinese immigrants into North America beginning in the 1850s, as Irish immigration peaked in the East. Like thousands of disappointed Americans, they found that their opportunities were not as bright as the gold they were seeking. These early Chinese immigrants became laborers in mines and railroads, helping to construct the Central Pacific Railroad. Others became agricultural laborers. A major downturn in the American economy during the 1870s caused a backlash against Chinese immigrants in the workforce. Coercion and violence were used to eliminate competition by Chinese laborers and businesses. This outburst influenced government action, leading to the passage of the 1882 Chinese Exclusion Act, which excluded Chinese laborers from entering the country and

barred all immigrants of Chinese descent from obtaining citizenship. It was the first legislation of its kind in American history.

Between 1880 and 1920, an estimated 4 million Italian immigrants entered the United States. Many of them passed through the cramped processing center at Ellis Island just outside of New York City; Ellis Island would become a symbol of immigration during these decades. This generation of Italian immigrants hailed



Immigrants just arrived from Foreign Countries
<http://www.loc.gov/pictures/item/97501095/>

from rural and less developed areas and performed unskilled labor. Like other immigrant groups, Italians faced harsh conditions in these unskilled jobs. Italians who tried to fight these conditions by joining unions found that many established unions would not accept foreign-born workers. Like the Irish before them, Italians became scapegoats for economic difficulties as jobs became fiercely contested. Pseudoscientific theories



Italian family...
<http://www.loc.gov/pictures/item/ncl2004003316/PP/>

derided them as inferior to Northern and Western Europeans because of their "Mediterranean" blood, and Nativist elements blamed them for everything from domestic radicalism to organized crime. Italians living and working in towns and cities across the United States were subject to

physical attacks by anti-immigrant mobs or organized groups such as the Ku Klux Klan.

The area now known as Poland was not an independent country during the nineteenth century. Divided between three Empires – Prussia, Austro-Hungary, and Russia – Poles confronted economic difficulties as well as

political and religious repression. By 1910, an estimated 900,000 Polish immigrants had entered the United States from both the East and West coasts. Poles spread throughout many different regions, and contributed the growth of Midwestern states such as Illinois, Wisconsin, and Michigan. Others remained in New England. Polish immigrants established themselves in heavy industries such as mining. They encountered the same workplace difficulties as other immigrants struggling with low wages, and were subject to anti-immigrant prejudices.

Challenges: From Ellis Island to Main Street

Anti-immigrant sentiment peaked again after the end



Immigrants at Ellis Island
<http://www.loc.gov/pictures/item/97501640/>

of World War I. New Immigration restrictions put into place by Congress established quotas limiting most immigration by groups outside of Western Europe. The era of immigration ended for the time being. Even so, many who were already living in the United States built lasting

communities and contributed to their new country.

Many among the recently arrived groups made great strides in American society, but some found it more difficult. Chinese immigrants maintained strong support networks in what became known as "Chinatowns" – Chinese American communities in major urban areas throughout the country. Nonetheless, Chinese immigrants would continue to struggle with negative stereotypes. Italian and Polish immigrants also maintained strong support networks, and their children adapted to the new environment. Irish Americans steadily made inroads into American life and even fielded presidential candidates.

A number of American soldiers who served during

World War II were descended from recent immigrants, such as the nearly one million Italian Americans who served in the Armed Forces. In many ways, during the postwar era integration became the catchword for foreign-born Americans and their children. Despite recurring fears that immigration would stain the fabric of American society, these immigrant



Italian-American Legionnaires
<http://www.loc.gov/pictures/item/owi2001009103/PP/>

groups became uniquely American while also preserving their own traditions. As a new generation of immigrants enters into American life, many of the controversies and tensions evident in previous periods might again become apparent.

SUGGESTIONS FOR TEACHERS

- Compare and contrast current immigration data to data from an earlier time. Is the total number of immigrants similar or different from today? Is the percentage of immigrants greater or less than today. How do the data compare?
- Math Activity: Compare data and graph it in two different ways. How does the type of graph chosen affect the representation of the data?
- Draw a map showing the origins of today's immigrants. Compare with the 1853 and 1858 maps.
- Identify modern songs about immigration. Compare them to historical songs, such as "Don't Bite the Hand That's Feeding You."
- The American melting pot has been an image of hope and inclusion for more than a century. How has that image been true or false throughout U.S. history?
- What is the process to become a U.S. citizen? In what ways is this goal attainable for many immigrants today? In what ways is it difficult?
- Choose one of the immigrant groups discussed in this Teachers Guide. Compare how the group was treated during various eras such as 1880, 1920, and the current era.
- Many immigrants carried their belongings with them when they left their homes. Imagine you need to leave your home in an hour (to avoid danger from war, hurricane, flood, forest fire, etc.). Fill a pillowcase with what you can carry. What would you bring? Explain your choices, thinking about the needs of your journey. What would you miss most?



Asian American children saluting the American flag...
<http://www.loc.gov/pictures/item/2006676334/>

ADDITIONAL RESOURCES



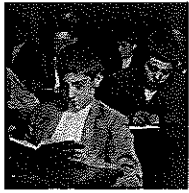
Immigration presentation

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/>



American Memory Timeline: Immigrants in the Progressive Era

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/Immigrnt/>



American Memory Timeline: Immigration to the United States, 1851-1900

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgnets/>



Lesson: Immigration History Firsthand

<http://www.loc.gov/teachers/classroommaterials/lessons/firsthand/>



Selected Images of Ellis Island and Immigration

http://www.loc.gov/rr/print/list/070_immi.html



From Haven to Home: 350 Years of Jewish Life in America

<http://www.loc.gov/exhibits/haventohome/haven-haven.html>



Jump Back in Time: December 2, 1763

http://www.americaslibrary.gov/jb/colonial/jb_colonial_jewish_1.html



Jump Back in Time: January 1, 1892

http://www.americaslibrary.gov/jb/colonial/jb_colonial_jewish_1.html



Themed Resource: Immigration

<http://www.loc.gov/teachers/classroommaterials/themes/Immigration/>

PRIMARY SOURCES WITH CITATIONS



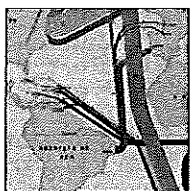
Four Immigrants and Their Belongings. Photograph. NY: Underwood & Underwood, October 30, 1912. Library of Congress Prints and Photographs Online Catalog.

<http://www.loc.gov/pictures/item/97501668/>



Zimmerman, Gotthelf. *Auswanderer-karte und wegweiser nach Nordamerika [Emigrant Map to North America]*. Map. 1853. From the Library of Congress, Map Collections.

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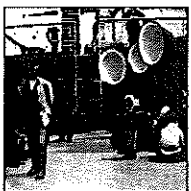
Minard, Charles. *Carte figurative et approximative représentant pour l'année 1858 les émigrants du globe [1858 Global Emigration Map]*. Map. Paris: Charles J. Minard, 1862. From the Library of Congress, Map Collections.

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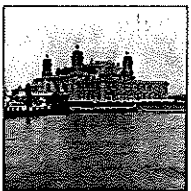
Goodbye to Old Ireland! Stereograph. New York: American Stereoscopic, 1903. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/00651064/>



Steerage Passengers Taking Life Easy on an Ocean Liner. Photograph. Ingersoll View Company, 1905. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/2005693063/>



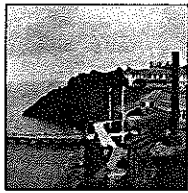
View of Ellis Island, N.Y. Photograph. 1913. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/2001704443/>



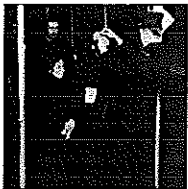
Edison, Thomas A. *Emigrants [i.e. Immigrants] Landing at Ellis Island.* Motion Picture. U.S.: Thomas A. Edison, July 9, 1903. From the Library of Congress, Early Motion Pictures, 1897-1920.

<http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a10987>



Givins, J.D. *Immigration Station, Angel Island, Cal.* Photograph. San Francisco: J.D. Givins, 1915. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/2007660596/>



U.S. Inspectors Examining Eyes of Immigrants, Ellis Island. Photograph. NY: Underwood & Underwood, 1913. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/97501532/>



Walker, C. Howard. *For United America, YWCA Division for Foreign Born Women.* Lithograph. NY: YWCA, January 1919. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/2003652824/>



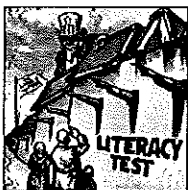
Free Classes in English! Print. NYC: Federal Art Project, [between 1936-1941]. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/98513719/>



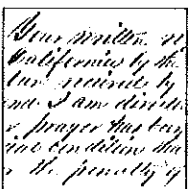
Hine, Lewis. *Steamer Glass in Hancock School, Boston.* Photograph. U. S.: National Child Labor Committee, 1909. Library of Congress Prints and Photographs Online Catalog.

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Evans, Raymond. "The Americanese Wall." Cartoon. *Puck*, v. 79, March 25, 1916, page 10. Library of Congress Prints and Photographs Online Catalog.

<http://loc.gov/pictures/item/2006681433/>

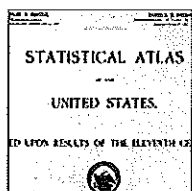


Bluxome, Isaac. California Vigilante Committee to John Stephens, September 5, 1856. Letter. From the Library of Congress, *Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years.*

[http://memory.loc.gov/cgi-bin/query/r?ammem/mcc:@field\(DOCID+@lit\(mcc/066\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/066)))



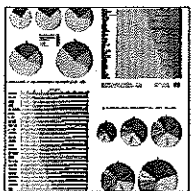
Keppler, Joseph F., artist. "The Chinese Invasion." Illustration. Puck, vol. 7, no. 158, 1880. From Library of Congress, Prints and Photographs Online Catalog. <http://www.loc.gov/pictures/item/91793028/>



Gannett, Henry. *Statistical Atlas of the United States*. Atlas. U.S. Department of Interior, 1898. From the Library of Congress Geography and Map Division. <http://hdl.loc.gov/loc.gmd/g3701gm.gct00010>



Gannett, Henry. "Distribution of Foreign Born Population of the United States: 1890" in *Statistical Atlas of the United States*. Map. U.S. Department of Interior, 1898. From the Library of Congress Geography and Map Division. <http://hdl.loc.gov/loc.gmd/g3701gm.gct00010>



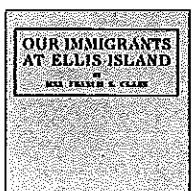
Gannett, Henry. "The Total Population and Its Elements at Each Census: 1790 to 1890," "Composition of the Foreign-born Population: 1890," and "Growth of the Elements of the Population: 1790 to 1890" in *Statistical Atlas of the United States*. Graphs. U.S. Department of Interior, 1898. From the Library of Congress Geography and Map Division. <http://hdl.loc.gov/loc.gmd/g3701gm.gct00010>

The number of the immigrant population in the United States, by race and sex, in 1903.		
Comparison of the total population with that of 1900 and 1910.		
Total population	100,000,000	100,000,000
Foreign-born population	10,000,000	10,000,000
Percentage of foreign-born population	10%	10%
Percentage of foreign-born population in 1900	9%	9%
Percentage of foreign-born population in 1910	11%	11%
Percentage of foreign-born population in 1920	13%	13%
Percentage of foreign-born population in 1930	15%	15%
Percentage of foreign-born population in 1940	17%	17%
Percentage of foreign-born population in 1950	19%	19%
Percentage of foreign-born population in 1960	21%	21%
Percentage of foreign-born population in 1970	23%	23%
Percentage of foreign-born population in 1980	25%	25%
Percentage of foreign-born population in 1990	27%	27%
Percentage of foreign-born population in 2000	29%	29%
Percentage of foreign-born population in 2010	31%	31%
Percentage of foreign-born population in 2020	33%	33%

Immigration Figures for 1903. Printed Ephemera. MA: Immigration Restriction League, June 30, 1902 and 1903. From the Library of Congress, *An American Time Capsule: Three Centuries of Broadside and Other Printed Ephemera*. <http://hdl.loc.gov/loc.rbc/rbpe.07902500>



Morgan, Jimmie. Don't Bite the Hand That's Feeding You. Sheet Music. Orange, NJ: Edison, 1916. From the Library of Congress, *Inventing Entertainment: The Motion Picture and Sound Recordings of the Edison Companies*. [http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq\(@field\(NUMBER+@band\(edrs+50357r\)\)+@field\(COLLID+edison\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(edrs+50357r))+@field(COLLID+edison)))



Clark, Harriet E. *Our Immigrants at Ellis Island*. Boston: United Society of Christian Endeavor, 1912. From the Library of Congress. <http://lccn.loc.gov/12013648>



Immigration Project

Immigration – A Front Page Story

There's big news happening in your town! Your community has changed as people have moved from place to place. It's your job as a journalist to report all about it.

To do this, you must think about the following:

- **Who** has moved either in or out?
- **What** is happening (immigration or migration)?
- **When** is this taking place?
- **Where** are these changes happening?
- **Why** are people moving?
- **How** has this changed the community?


1. Before you start writing your article, you must first do some brainstorming. Use the chart below to take notes for your story.

Who has moved?	
What is happening?	
When is this taking place?	

<h1>Where</h1> <p>is this happening?</p>	
<h1>Why</h1> <p>are people moving?</p>	
<h1>How</h1> <p>has this changed the community?</p>	

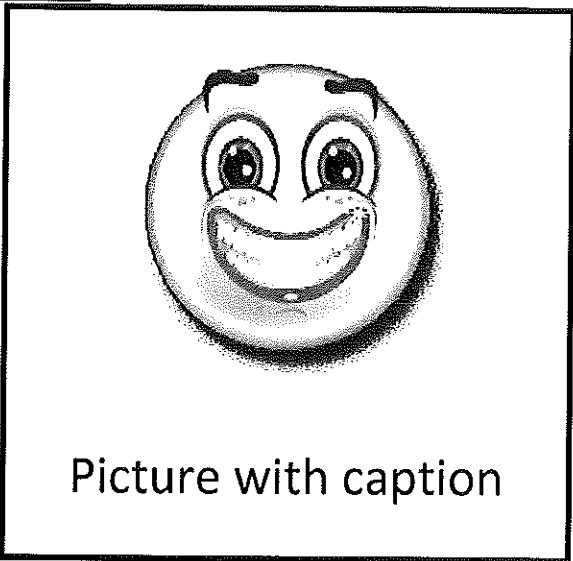
2. Now turn your notes into a newspaper article. Be sure to
 - ☐ include an interesting headline (title).
 - ☐ write a catchy opening and closing.
 - ☐ write about all 5 Ws and H.
 - ☐ draw a picture with a caption that fits your article.
 - ☐ *Optional: Include a graph or map showing how the population changed in this area.*
3. Review the rubric to make sure your work is the best it can be.
4. Practice how you will present your article to the class.

by _____

[illegible][illegible]

NEWSPAPER TITLE

by _____

[illegible][illegible]

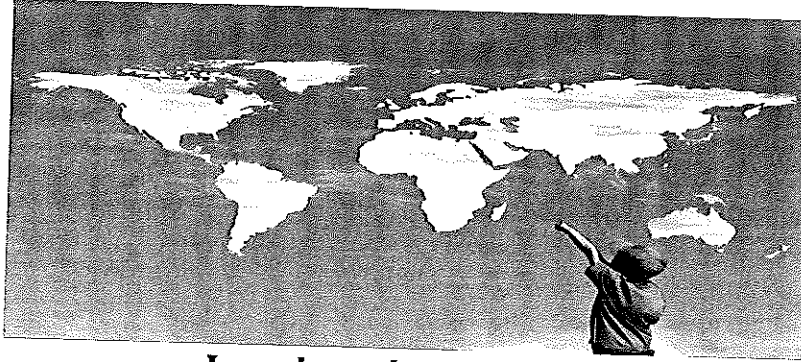
Name _____

Date _____



Grade 3 – Immigration Project Rubric

	4 - Starting a New Life	3 – Arriving on Land	2 – Setting Sail	1 - Leaving Home
Article Content	<i>My article includes:</i> <ul style="list-style-type: none"> • who moved to a new place • what kind of movement (immigration or migration) • when this took place • where they moved from • where they moved to • why they moved • how the community has changed • quotations from people in the community 	<i>My article includes:</i> <ul style="list-style-type: none"> • who moved to a new place • what kind of movement (immigration or migration) • when this took place • where they moved from • where they moved to • why they moved • how the community has changed 	<i>My article includes:</i> <ul style="list-style-type: none"> • who moved to a new place • what kind of movement (immigration or migration) • when this took place • where they moved from • where they moved to • why they moved • how the community has changed (missing 1) 	<i>My article includes:</i> <ul style="list-style-type: none"> • who moved to a new place • what kind of movement (immigration or migration) • when this took place • where they moved from • where they moved to • why they moved • how the community has changed (missing 2 or more)
Article Format	<i>My article includes:</i> <ul style="list-style-type: none"> • an interesting headline • a catchy opening and closing • a picture with a caption that fits the article • a graph or map showing how the population changed in this area 	<i>My article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article 	<i>My article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article (missing 1) 	<i>My article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article (missing 1)
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors. 	<ul style="list-style-type: none"> • No spelling or grammatical errors. 	<ul style="list-style-type: none"> • One spelling or grammatical error. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors.
Presentation	<ul style="list-style-type: none"> • My presentation was engaging. • I spoke clearly (rate and volume). • I showed that I knew all about my project • I made eye-contact. 	<ul style="list-style-type: none"> • I spoke clearly (rate and volume). • I showed that I knew all about my project. • I made eye contact. 	<i>Missing 1 of the following elements</i> <ul style="list-style-type: none"> • I spoke clearly (rate and volume) • I showed that I knew all about my project. • I made eye contact. 	<i>Missing 2 or more of the following elements</i> <ul style="list-style-type: none"> • I spoke clearly (rate and volume) • I showed that I knew all about my project. • I made eye contact.



Immigration Project Travel Poster

IMAGINE –You are a travel agent from another country. You would like to promote interest in your country for travelers to visit. Your assignment is to create a “Travel Poster” to promote visitors to come!

To do this, you must research your country and highlight the following:

- Geographical location
- Points of interest to Include:
 - 1 Historical Site
 - 1 Tourist Attraction

❖ **Along with your poster you will present artifacts relating to that country.**

Be sure to:

1. Practice how you will present your poster and artifacts to the class.
2. Review the rubric to make sure your work is the best it can be!

Name _____

Date _____



Grade 3 - Travel Poster & Artifacts Project Rubric

	4	3	2	1
Poster Elements	Poster Includes: <ul style="list-style-type: none"> Geographical location of country 1 Historical Site 1 Tourist Attraction Artifacts relating to country Illustrations exceptionally attractive and well organized 	Poster Includes: <ul style="list-style-type: none"> Geographical location of country 1 Historical Site 1 Tourist Attraction Artifacts relating to country Illustrations attractive and well organized 	Poster Includes: <ul style="list-style-type: none"> Geographical location of country 1 Historical Site 1 Tourist Attraction Artifacts relating to country (missing 1 element above) Few Illustrations mostly organized 	Poster Includes: <ul style="list-style-type: none"> Geographical location of country 1 Historical Site 1 Tourist Attraction Artifacts relating to country (Missing 2 or more elements above) No illustrations not well organized
Content	<ul style="list-style-type: none"> All content is easy to read and all elements are so clearly written, labeled, and illustrated. Content is well organized and covers in depth with details 	<ul style="list-style-type: none"> All content is easy to read and most elements are clearly written, labeled, and illustrated. Content is well organized and includes essential details 	<ul style="list-style-type: none"> Content is hard to read and elements are unclearly written, labeled with rough illustration. Content is disorganized and 1-2 factual errors 	<ul style="list-style-type: none"> Content is hard to read and elements are unclearly written, not labeled and not illustrated. Content is disorganized and 3 or more factual errors
Spelling & Grammar	<ul style="list-style-type: none"> No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> One spelling or grammatical error on the storyboard. 	<ul style="list-style-type: none"> Several spelling or grammatical errors on the storyboard.
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed extensive knowledge about country Made eye-contact 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about country Made eye-contact 	<ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed little knowledge about country Made eye-contact 	<ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed very little knowledge about country Made eye-contact

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 4
Geography & New Jersey

Suggested Lessons – Geography & New Jersey

Building Geography Skills:

Lesson 1: Five Themes of Geography

- Introduce and identify the Five Themes of Geography: Location, Place, Human/Environment Interaction, Movement, and Region (Addendum 1).
- Discuss and list the differences between each theme of geography. Social Studies Handbook p.H6-H7.
- Pose the following question and discuss:
How have people changed the environment in your community?

Lesson 2: Understanding Latitude and Longitude

- Read aloud Social Studies Handbook p. H11 and discuss the purpose of lines of latitude and longitude.
- Distribute desk maps using the “World” map to locate latitude and longitude coordinates to locate different cities around the world. (e.g., 30 degrees N, 30 degrees E – Cairo)
- Have students work in small groups and name a specific line of latitude or longitude to determine what continent, ocean or city is located on that line on their desk maps.
- Pose the following question and discuss:
In what types of situations might it be helpful for you to know your latitude and longitude?
- *Optional: Message in a Bottle* game using longitude and latitude to locate positions.

Lesson 3: Using a Grid

- Read aloud Social Studies Handbook p.H14. As students follow along, model the use of a grid system to locate the Newark Public Library on the map.
- Have students use the grid system on p.H14 to locate other places on the map.
- Have students play a guessing game. Give them a letter-number coordinates for the location of a place on the map and have them use the grid to identify the place.
- Have students practice using a map grid. (Addendum 2)
- Pose the following question and discuss:
When would you use a grid map?
- Have students use graph paper to create a map of a fictitious zoo or amusement park. Use letters and numbers to label the rows and columns of grid squares. Draw symbols on the map to show the locations of the major sites, such as animal exhibits or park rides. Include a map legend or index.

Lesson 4: Use an Elevation Map

- Students will analyze an elevation map to explain relationships among landforms.
- Ask students to name maps with which they are familiar. Read the **What?** Section of text on p. 40.
- Have students read the **Why?** Section on p.40 and ask them what natural features affect the elevation of an area.
- Examine with students the elevation map on p.40 in textbook and read the **How?** Section.
- Pose the following question and discuss:
Why use elevation maps?
- Have students complete either “Think and Apply” p.40 or Skills Practice p.10.

Lesson 5: The Geography of New Jersey

- Explore with students what they already know about the places, landforms, and bodies of water of New Jersey.
- Pose the following questions and discuss:
 1. *What are the major physical features of the part of New Jersey where we live?*
 2. *What opportunities and dangers do these features present to the people of New Jersey?*
- Create a KWL chart from student responses.
- Pose the following questions and discuss:
 1. *What characteristics of a place offer people opportunities to live and thrive? (fertile land and a long growing season, navigable and manageable waterways, variety of useful plants and wildlife)*
 2. *What natural dangers or difficulties might threaten people who live in a particular place? (strong storms, difficult terrain, excessive or insufficient water, lack of variety in plant and animal life)*
- List student responses.
- Have students discuss when the benefits of a place, might outweigh the risks, and vice versa.
- Have students work in small groups to discuss and list the factors that a family, a businessperson, and a farmer might consider in weighing a place's benefits and risks.
- Pose the following questions and discuss:
 1. *What parts of New Jersey have you visited? How did the landscape change from region to region?*
 2. *How would you describe New Jersey's climate? How do you think New Jersey's weather compares to the weather in other parts of the country?*
 3. *New Jersey's nickname is the Garden State. What do you think this says about the way New Jersey uses its natural resources?*

Lesson 6: The Middle Atlantic Region

- Turn to map on p.12 in textbook and identify New Jersey
- Pose the following questions and discuss:
 1. *In what region is New Jersey located? (Middle Atlantic)*
 2. *What states share our region? (NY, PA, DE, MD)*
 3. *Which states border New Jersey? (NY, PA, DE)*
- Create a chart with headings *New Jersey Regions, Natural Resources, and Development/Industry*, with rows for the four regions. (Addendum 3)
- Read and discuss textbook p.13-14.
- Have students identify the features in each region of New Jersey and record them in the chart.

Lesson 7: Environments of New Jersey

- Place students in two reading groups. **Group 1** read pages 18-19 on New Jersey's climate and weather and **Group 2** read pages 20-21 on New Jersey's natural resources.
 - Have each group create a concept web that shows the diversity of that part of New Jersey's environment discussed in their reading (Addendum 4 & 5).
 - *Optional: Students can search for climate and resource information for their own area by using a state web site, such as <http://www.nj.gov/>.*
 - Pose the following question and discuss:

What challenges does New Jersey's environment pose to its people?
 - Have student complete either "Lesson 2 Review" p.22 or Skills Practice p.5
-

Lesson 8: The Natural Regions of New Jersey

- Pose the following question and discuss:
What are some reasons that people choose to live where they do?
- Chart student responses and discuss.
- Have students determine in small groups which of the factors that influence people's quality of life are determined by the natural world and which ones are most important to them.
- Pose the following questions and discuss:
Have you ever visited the hills of northwestern New Jersey?
 - *The beaches of the New Jersey shore?*
 - *One of New Jersey's large cities?*
 - *How did the people of that region use its resources?*
- Read aloud textbook p.28-29 introducing students to natural regions of New Jersey.

Lesson 9: Northwestern New Jersey

- Have students preview the section headings on p.31-33 in textbook.
- Work with students to turn each heading into a question, and then write each question on a chart.
- Place students into three small groups. Each group will read a different section of text: **Group 1**, p.31; **Group 2**, p.32; **Group 3**, p.33.
- Have each group develop an answer to the question for their section of the text.
- Discuss with students the influence of northwestern New Jersey's resources on people's quality of life.
- Pose the following question and discuss:
How do people use the resources of northwestern New Jersey to improve their lives?
- Have students complete either "Lesson 1 Review" p.33 or Skills Practice p.8.

Lesson 10: The Central Corridor/Piedmont

- Have students turn to the map on p. 37 in textbook and identify the Central Corridor/Piedmont region of New Jersey.
- Explain to students that this region contains New Jersey's largest cities and is home to more than 50 percent of its population.
- Read and discuss textbook p.38-39.
- Use a Venn Diagram to compare Cities and Suburbs (Addendum 6).
- Have students add information from the text to the correct part of the diagram.
- Discuss with students the influence of the region's level of development on its people's quality of life.
- Pose the following question and discuss:
How have the physical and human characteristics of the Central Corridor/Piedmont region changed over time?
- Have students complete either "Lesson 2 Review" p.39 or Skills Practice p.9

Lesson 11: The Atlantic Coastal Plain

- Read textbook p.43 together, and then place students in two groups: **Group 1** will read p.44-45 and **Group 2** will read p.46-47.
 - Have students create a line with markings showing the areas of the Atlantic coastal Plain, from west to east: Inner Coastal Plain, Outer Coastal Plain, Shore, and Barrier Islands. (Addendum 7)
 - Partner students from each group and have them work together to complete their chart with
-

descriptions of each area's geography and use.

- Pose the following questions:
 1. *How does life vary for the residents of different areas of southern New Jersey?*
 2. *Which resources do you think are most responsible for these differences?*
- Have students complete either "Lesson 3 Review" p.47 or Skill Practice p.11.

FINAL PROJECT WEEK

Assessment

Students have a choice between project-based assessments:

- **"Eye on Our Region"** -- Create storyboards to make a video about their region of New Jersey. The storyboards are pictures of what they will shoot for their video tour. Possible topics could include: industries and agriculture, natural resources, wildlife, recreational areas, and historic landmarks. You can work with groups of 2-3 students. Make a map of your region. Make a list of facts about your topic. Draw pictures that illustrate your facts. Write two or more sentences to describe each picture. Put your group's pictures together. Put them in the sequence in which you will show them. Use your map as an introduction.
- **"New Jersey's Facts and Symbols"**-- Create a multimedia project in Microsoft PowerPoint or a related software package about New Jersey's facts and symbols. On each slide include a title, pictures and a paragraph describing the facts portrayed in the slide. Design the first slide to include a map of New Jersey, the state flag and an interesting anecdote. Next, construct a slide about state symbols such as the state bird, flower, tree and animal. Include a slide about Trenton, the capital and attractions to see in Trenton. Make a slide about agricultural products that New Jersey grows and items manufactured in New Jersey. Finally, write a paragraph about what is unique about New Jersey from other states.
- **"New Jersey Visitor Brochure"**-- Read about three different places to visit in New Jersey. Include one historical site, one tourist attraction and one city. Design a tri-fold visitor's brochure. Write important information about each place including location, directions, cost and a summary of what to do. Paste on pictures or draw your own. Create the brochure either by hand, or by using a software template to make the brochure on a computer.



Project - “New Jersey Visitor Brochure”

Read about three different places to visit in New Jersey. Include one historical site, one tourist attraction and one city. Design a tri-fold visitor's brochure. Write important information about each place including location, directions, cost and a summary of what to do. Paste on pictures or draw your own. Create the brochure either by hand, or by using a software template to make the brochure on a computer.

- ✎ Practice how you will present your project to the class.
- ✎ Review the rubric to make sure your work is the best it can be!

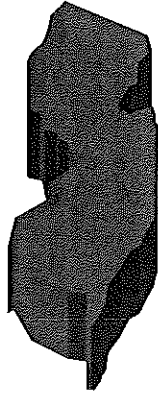
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Grade 4 – New Jersey Visitor Brochure Project Rubric

	4	3	2	1
Brochure Elements	<i>Brochure includes:</i> <ul style="list-style-type: none"> • 1 Historical Site • 1 Tourist Attraction • 1 New Jersey City • Location of each place • Directions • Cost to visit • Summary of what to do in each location and accurate • Illustrations exceptionally attractive and well organized 	<i>Brochure includes:</i> <ul style="list-style-type: none"> • 1 Historical Site • 1 Tourist Attraction • 1 New Jersey City • Location of each place • Directions • Cost to visit • Summary of what to do in each location and accurate • Illustrations attractive and well organized 	<i>Brochure includes:</i> <ul style="list-style-type: none"> • 1 Historical Site • 1 Tourist Attraction • 1 New Jersey City • Location of each place • Directions • Cost to visit • Summary of what to do in each location mostly accurate • Few Illustrations mostly organized 	<i>Brochure includes:</i> <ul style="list-style-type: none"> • 1 Historical Site • 1 Tourist Attraction • 1 New Jersey City • Location of each place • Directions • Cost to visit • Summary of what to do in each location and not inaccurate • No illustrations not well organized
Content	<ul style="list-style-type: none"> • All content is easy to read and all elements are so clearly written, labeled, and illustrated. • Content is well organized and covers in depth with details 	<ul style="list-style-type: none"> • All content is easy to read and most elements are clearly written, labeled, and illustrated. • Content is well organized and includes essential details 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, labeled with rough illustration. • Content is disorganized and 1-2 factual errors 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, not labeled and not illustrated. • Content is disorganized and 3 or more factual errors
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> • No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> • One spelling or grammatical error on the storyboard. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors on the storyboard.
Presentation	<ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed that I knew all about my project • Made eye-contact. • Listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume). • Showed that I knew all about my project. • Made eye contact. • Listened respectfully to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact. • Listened respectfully as others presented. (missing 1 element in brochure) 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact. • Listened respectfully as others presented. (missing 2 or more elements in brochure)



Project - “Eye on Our Region”

Create storyboards to make a video about your region of New Jersey. The storyboards are pictures of what you will shoot for your video tour.

Possible topics could include: industries and agriculture, natural resources, wildlife, recreational areas, and historic landmarks. You can work with groups of 2-3 students. Make a map of your region. Make a list of facts about your topic. Draw pictures that illustrate your facts. Write two or more sentences to describe each picture. Put your group’s pictures together. Put them in the sequence in which you will show them. Use your map as an introduction.

✚ Practice how you will present your project to the class.

✚ Review the rubric to make sure your work is the best it can be!

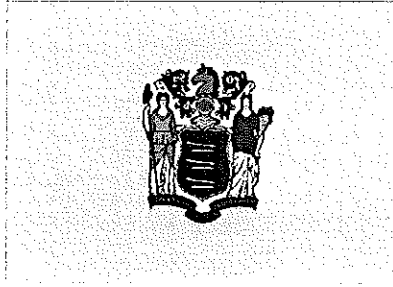
Name_____

Date_____



Grade 4 – Eye on Our Region Project Rubric

	4	3	2	1
Storyboard Elements	<i>Storyboard includes:</i> <ul style="list-style-type: none"> • A map of your region • List of facts about region • Clear illustrations of facts • More than three sentences to describe each illustration • Logical sequence • Accurate descriptions 	<i>Storyboard includes:</i> <ul style="list-style-type: none"> • A map of your region • List of facts about region • Clear illustrations of facts • Two sentences to describe each illustration • Logical sequence • Accurate descriptions 	<i>Storyboard includes:</i> <ul style="list-style-type: none"> • A map of your region • List of facts about region • Unclear illustrations of facts • One sentence to describe each illustration • Confusing sequence Mostly accurate descriptions 	<i>Storyboard includes:</i> <ul style="list-style-type: none"> • A map of your region • List of facts about region • Missing illustrations of facts • Missing a sentence to describe each illustration • Illogical sequence inaccurate descriptions
Content Clarity	<ul style="list-style-type: none"> • All content is easy to read and all elements are so clearly written, labeled, and illustrated. 	<ul style="list-style-type: none"> • All content is easy to read and most elements are clearly written, labeled, and illustrated. 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, labeled with rough illustration. 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, not labeled and not illustrated.
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> • No spelling or grammatical errors on the storyboard. 	<ul style="list-style-type: none"> • One spelling or grammatical error on the storyboard. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors on the storyboard.
Cooperation	<ul style="list-style-type: none"> • Worked cooperatively during class with partner/s all the time with no need for teacher intervention. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s most of the time but had a few problems that the team resolved themselves. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s most of the time, but had one problem that required teacher intervention. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s some of the time, but had several problems that required teacher intervention.
Presentation	<ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed that I knew all about my project • Made eye-contact. • Listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume). • Showed that I knew all about my project. • Made eye contact. • Listened respectfully to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact. • Listened respectfully as others presented. <p><i>(missing 1 element of storyboard)</i></p>	<ul style="list-style-type: none"> • I spoke clearly (rate and volume) • I showed that I knew all about my project. • I made eye contact. • I listened respectfully as others presented. <p><i>(missing 2 or more elements of storyboard)</i></p>



Project - “New Jersey’s Facts and Symbols”

Create a multimedia project in Microsoft PowerPoint or a related software package about New Jersey's facts and symbols. On each slide include a title, pictures and a paragraph describing the facts portrayed in the slide. Design the first slide to include a map of New Jersey, the state flag and an interesting anecdote. Next, construct a slide about state symbols such as the state bird, flower, tree and animal. Include a slide about Trenton, the capital and attractions to see in Trenton. Make a slide about agricultural products that New Jersey grows and items manufactured in New Jersey. Finally, write a paragraph about what is unique about New Jersey from other states.

- ✚ Practice how you will present your project to the class.
- ✚ Review the rubric to make sure your work is the best it can be!

Name _____

Date _____



Grade 4 – New Jersey Facts & Symbols Project Rubric

	4	3	2	1
PowerPoint Elements	<i>PowerPoint includes:</i> <ul style="list-style-type: none"> • A title • Pictures • Paragraph describing facts on slide • Map of New Jersey • State flag and interesting anecdote • State symbol • Agricultural products grown in New Jersey • More than one paragraph about what is unique in New Jersey • More than 5 completed slides 	<i>PowerPoint includes:</i> <ul style="list-style-type: none"> • A title • Pictures • Paragraph describing facts on slide • Map of New Jersey • State flag and interesting anecdote • State symbol • Agricultural products grown in New Jersey • One paragraph about what is unique in New Jersey • 5 completed slides 	<i>PowerPoint includes:</i> <ul style="list-style-type: none"> • A title • Pictures • Paragraph describing facts on slide • Map of New Jersey • State flag and anecdote • State symbol • Agricultural products grown in New Jersey • Incomplete paragraph about what is unique in New Jersey • 4 completed slides 	<i>PowerPoint includes:</i> <ul style="list-style-type: none"> • A title • Pictures • Paragraph describing facts on slide • Map of New Jersey • State flag • State symbol • Agricultural products grown in New Jersey • Missing paragraph about what is unique in New Jersey • 3 or less completed slides
Content Clarity	<ul style="list-style-type: none"> • Excellent use of font, color, graphics and easy to read • Content is well organized and covers in depth with details 	<ul style="list-style-type: none"> • Good use of font, color, graphics and easy to read • Content is well organized and includes essential details 	<ul style="list-style-type: none"> • Use of font, color, graphics are distracting and hard to read • Content is disorganized and 1-2 factual errors 	<ul style="list-style-type: none"> • Poor use of font, color, graphics and hard to read • Content is disorganized and 3 or more factual errors
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors on PowerPoint slides. 	<ul style="list-style-type: none"> • No spelling or grammatical errors on PowerPoint slides. 	<ul style="list-style-type: none"> • One spelling or grammatical error on PowerPoint slides. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors on PowerPoint slides.
Presentation	<ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed that I knew all about my project • Made eye-contact. • Listened, asked questions, and made comments to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume). • Showed that I knew all about my project. • Made eye contact. • Listened respectfully to others as they presented. 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact. • Listened respectfully as others presented. <p><i>(missing 1 element of PowerPoint)</i></p>	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact. • Listened respectfully as others presented. <p><i>(missing 2 or more elements of PowerPoint)</i></p>

MESSAGE IN A BOTTLE

Shipwrecked! Passengers of *Titanica* barely escaped the sinking ship. Luckily, they were able to swim to nearby deserted islands. Waiting to be rescued, survivors tossed bottles containing their *longitude* and *latitude* coordinates into the ocean. Use the coordinates to locate and rescue as many castaways as you can!

SKILL

Use longitude and latitude to locate position

PLAYERS

2

MATERIALS

- ✧ Message-in-a-Bottle Game Board
- ✧ Longitude and Latitude Cards (cut apart and put in separate envelopes labeled Longitude and Latitude)
- ✧ 20 Castaway Markers (pennies)

Geographically Speaking...

The equator (0°) is the starting point for measuring *latitude*. Latitude lines run parallel to the equator. Latitude lines above the equator are marked with an N for north, while latitude lines running below the equator are labeled with an S for south.

The prime meridian (0°) is the starting point for measuring *longitude*. Longitude lines to the right of the prime meridian are marked E for east, and those on the left are marked W for west.

HOW TO PLAY

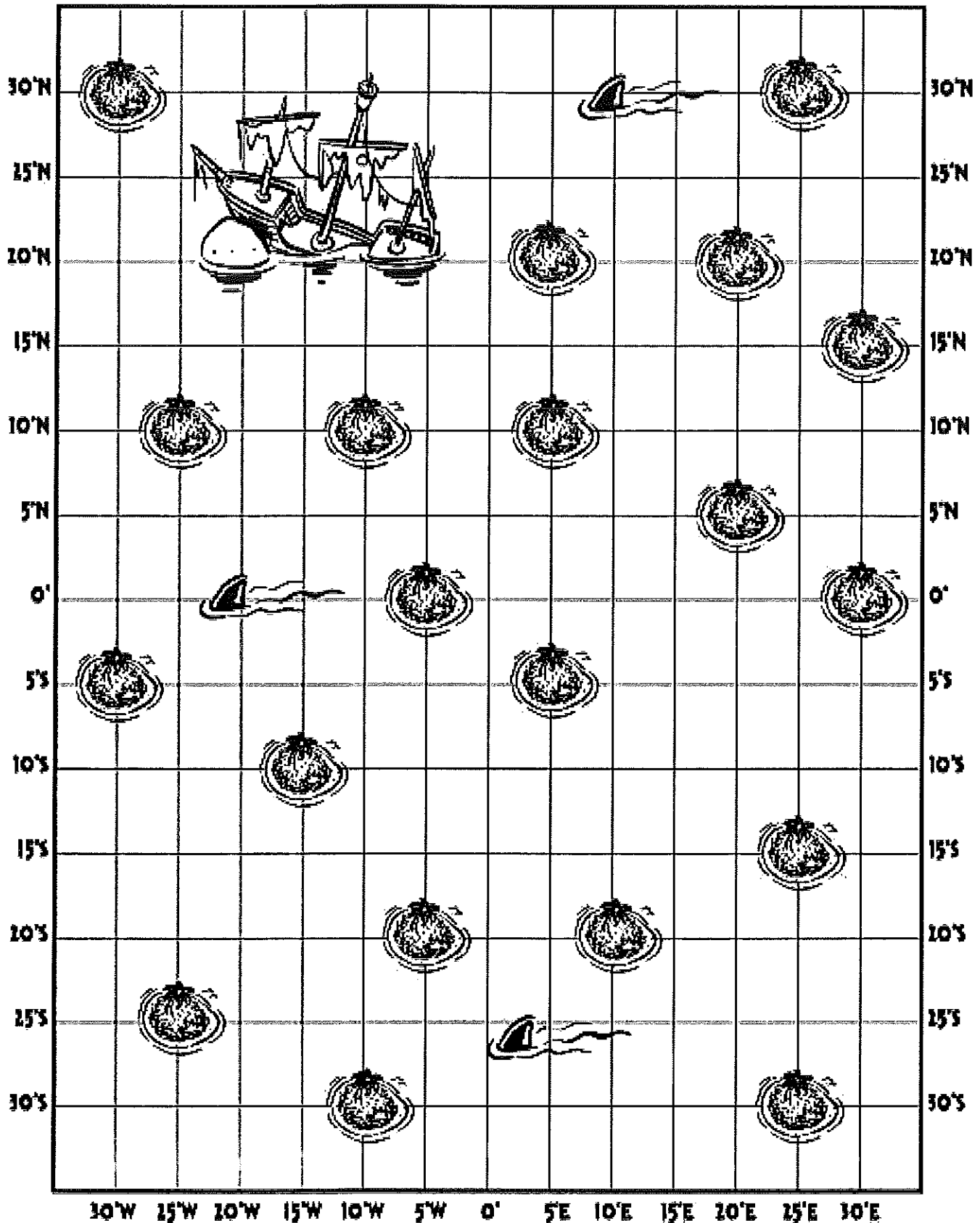
1. Place the Castaways on the deserted islands on the game board.
2. Players take turns drawing one Longitude and one Latitude card from each envelope. Using the coordinates, find where the longitude and latitude lines cross. For example, if you draw 25°E and 30°S cards, find where those two lines cross. If the lines meet over an island with a Castaway, "rescue," or take, the Castaway. Return the cards to their envelopes. The other player takes a turn.
3. Play continues until all Castaways have been rescued. The player who collects the most Castaways wins.



EXTENSION

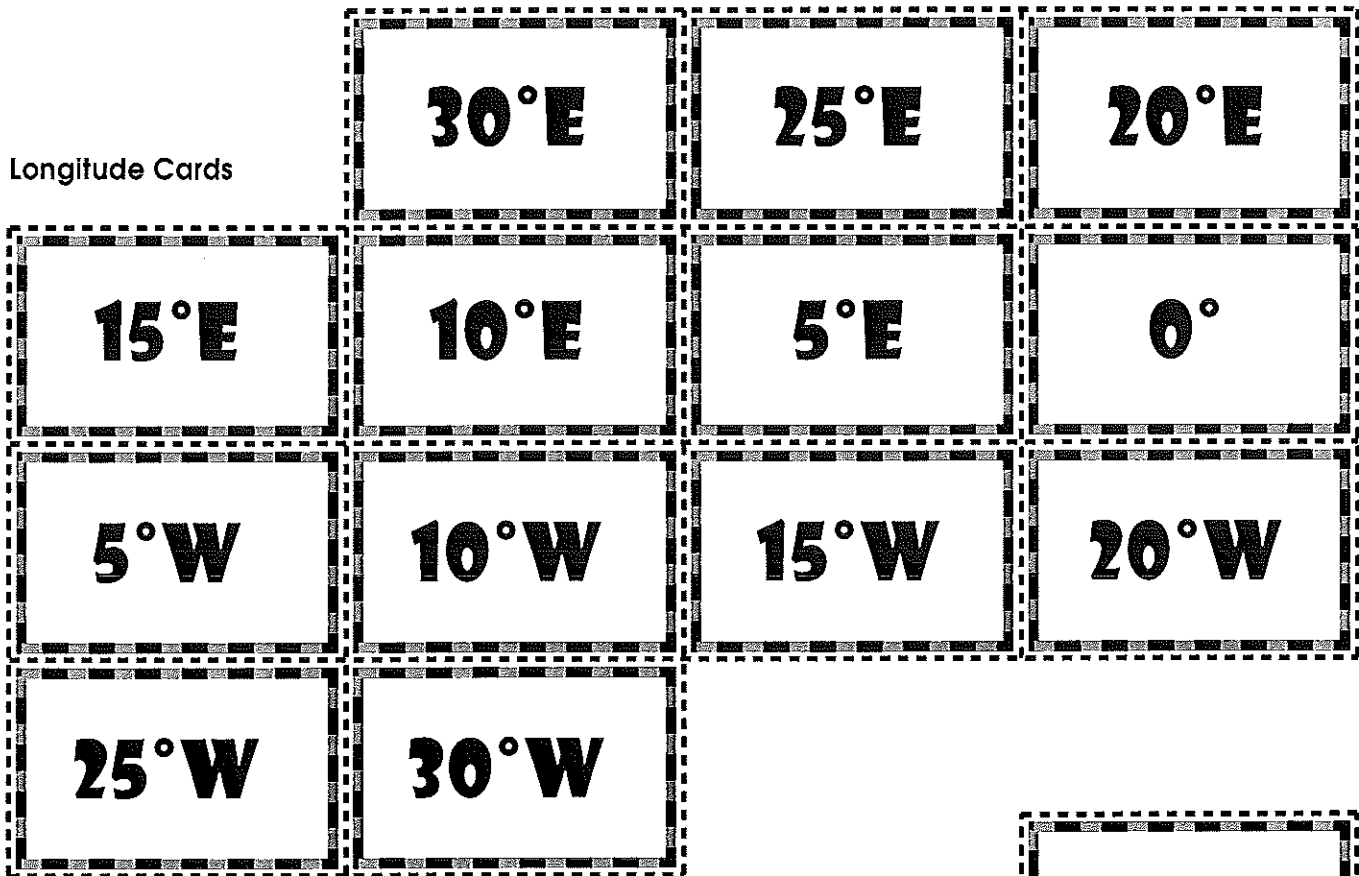
Find the longitude and latitude coordinates of the different state capitals. Then challenge friends to guess which state capital belongs with each coordinate.

MESSAGE IN A BOTTLE

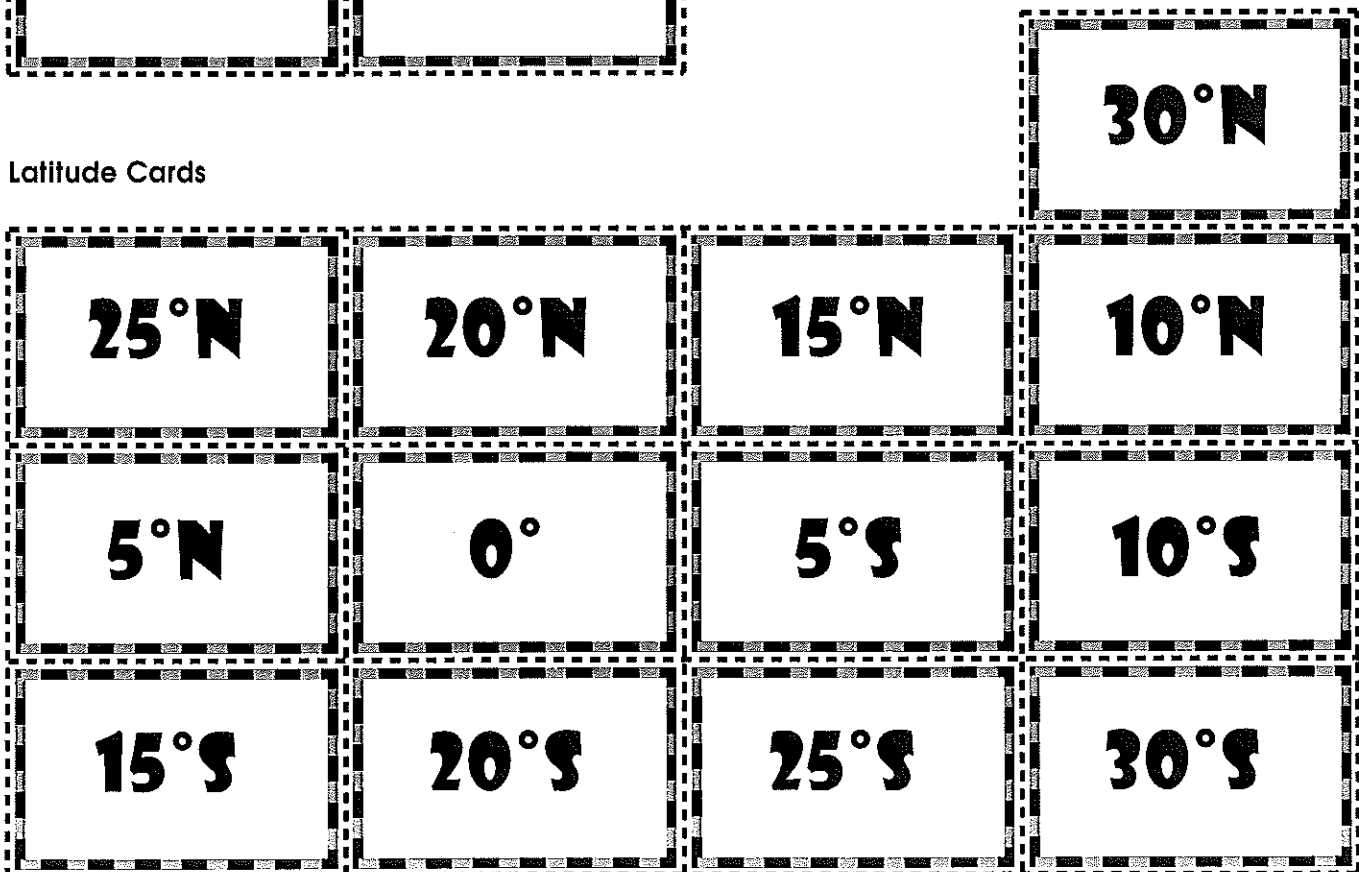


MESSAGE IN A BOTTLE

Longitude Cards



Latitude Cards



5 Themes of Geography

Location

Where can something be found?

Region

What is special about this area's region?

Place

How is that area different from others?

Movement

How has movement changed the area?

Human/Environment Interaction

How have people changed this place?

Location can be **absolute (specific)** as in coordinates of a map using longitude and latitude. It can be **relative** – examples: next door, nearby, a short drive, down the road a ways, or it can be in the same general location as another location – example: next to the post office.

Place is an area that is defined by everything in it. All places have features that give them personality and distinguish them from other places. Example: If you refer your school as a place, then that place would include walls, windows, gym, cafeteria, classrooms, people, etc.

Human-Environment Interaction looks at the relationships between people and their environment; how people adapt to the environment and how they change it. **How do people depend on the environment?** (Example: In ancient times, the annual flooding of the Nile River produced good soil for growing crops.) **How do people adapt to the environment?** (Example: the ancient Egyptians rebuilt their homes each year, after the annual flooding. As time went on they built their homes above the flood plain.) **How do people modify the environment?** (Example: the ancient Egyptians built irrigation ditches to help water the crops. In modern times, Egypt built a dam to control the flood waters of the Nile River.

Movement refers to the way people, products, information and ideas move from one place to another. This can be local such as how did you get to school today, or it can be global such as how did humans get to North America?

Region is an area that is defined by certain similar characteristics. Those unifying or similar characteristics can be physical, natural, human, or cultural.

Features in Each Region of New Jersey

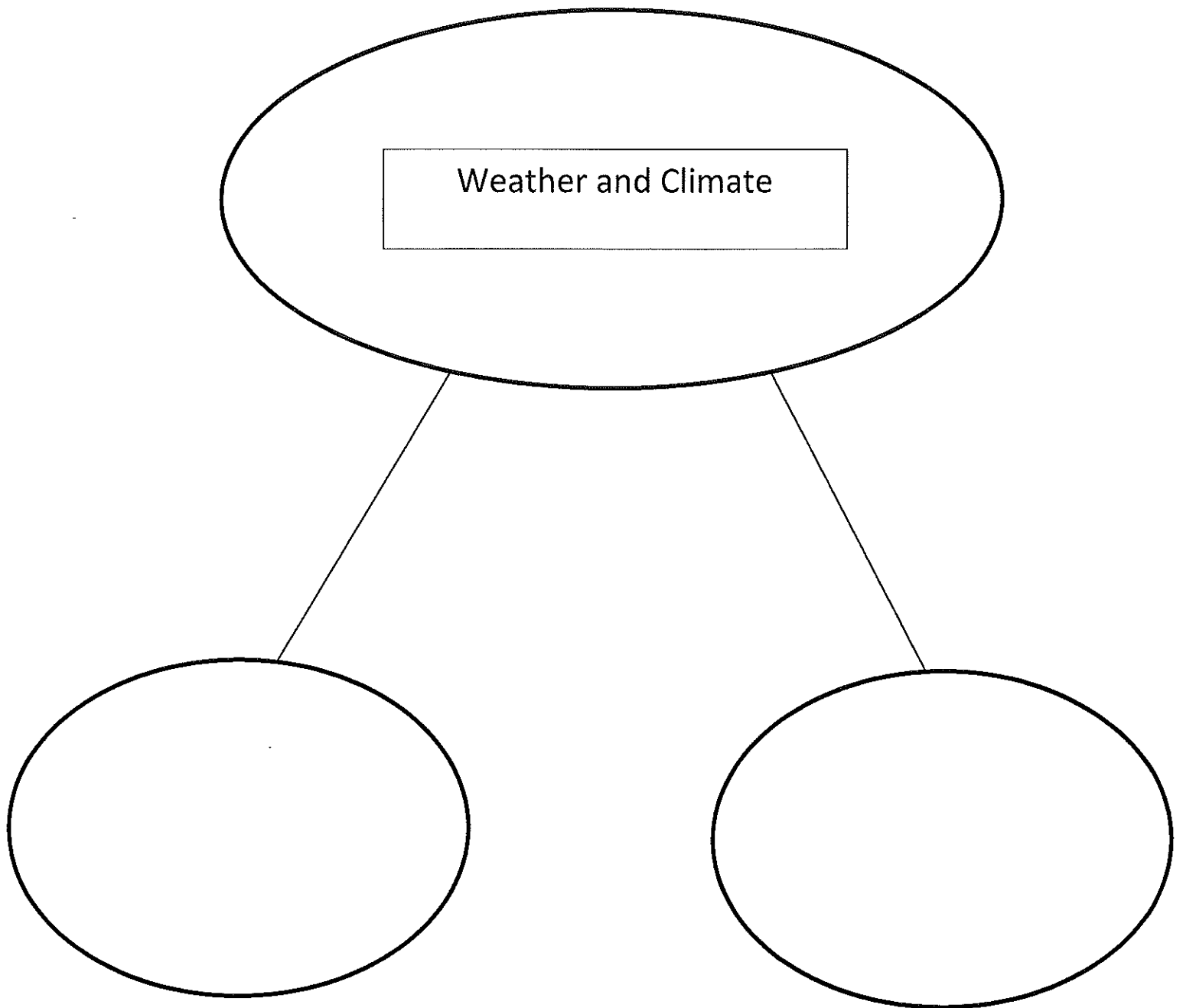
New Jersey Regions	Natural Resources	Development/Industry

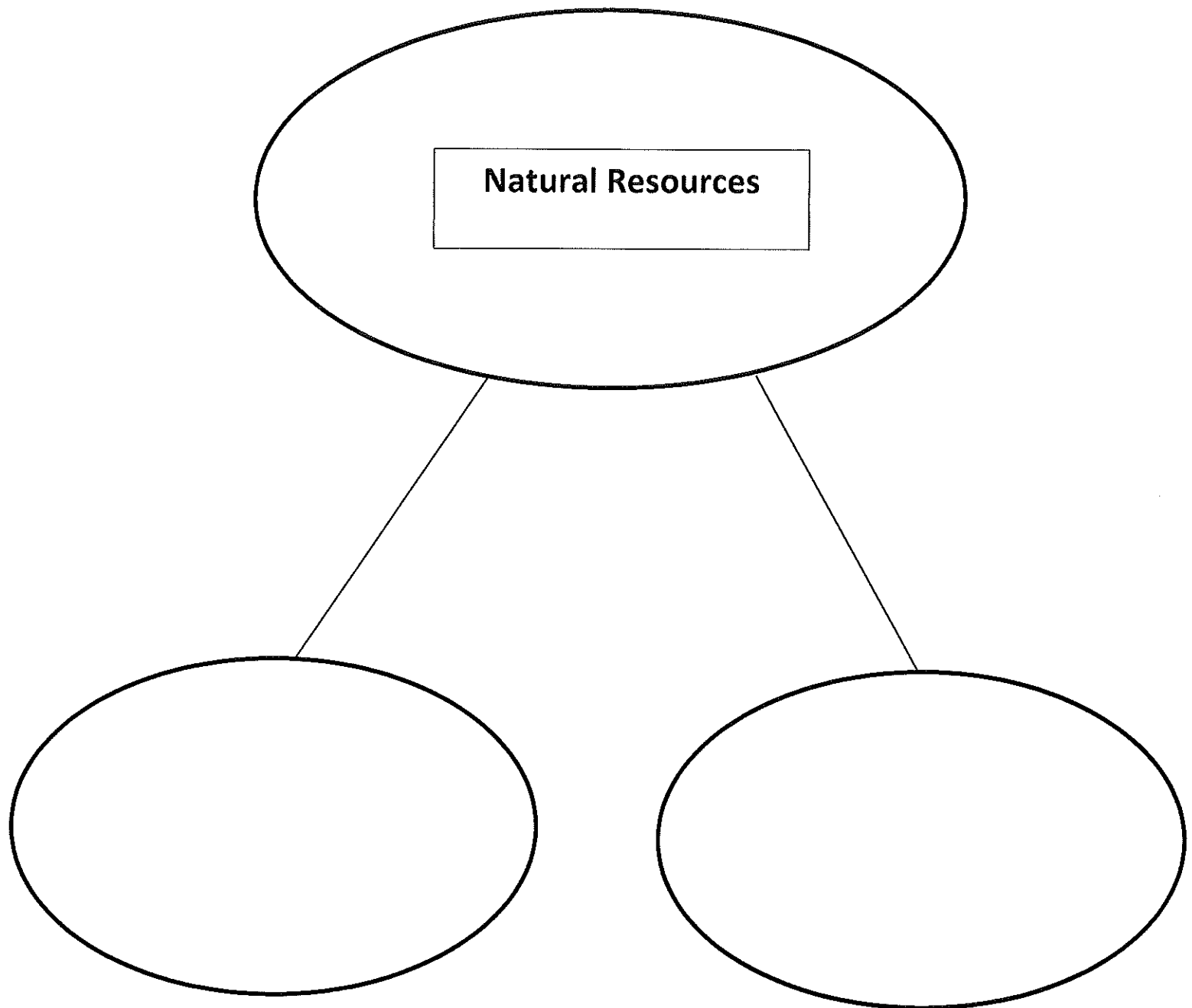
How do the people of New Jersey benefit from the state’s different regions?

Features in Each Region of New Jersey

New Jersey Regions	Natural Resources	Development/Industry
Atlantic Coastal Plain	sandy beaches, forest	tourism
Central Corridor/Piedmont	rivers	cities, manufacturing, banks, insurance, transportation
Highlands	lakes	local tourism
Appalachian Ridge and Valley	hills, mountains, ridges, valleys	art

How do the people of New Jersey benefit from the state's different regions?





South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 4
New Jersey Past & Present

Suggested Lessons – New Jersey Past & Present

New Jersey in the Past

Lesson 1 – Introduction to Europeans in New Jersey

- Introduce students to vocabulary: expedition, peninsula, colony, and surrender.
- Read and discuss textbook p.82-83
- Pose the following questions and discuss:
 1. *Have you ever gone to an unfamiliar place?*
 2. *Where did you go?*
 3. *How did you think and feel when you saw different people and scenery?*
- Create a list of student responses.

Lesson 2 – Winds of Change

- Have students work in pairs and complete the cause and effect organizer as they read textbook p.84-87. (Addendum 1)
- Pose the following question and discuss:
 - *How do you think the New Netherland settlers felt about living under English rule?*
- Have students complete either “Lesson Review “or Skills Practice p.22.

Lesson 3 – West Jersey and East Jersey

- Introduce students to vocabulary: tolerance and persecution.
- Place students in two groups. Each group will read a different section of the text: **Group 1**, textbook p.91 on the Quakers and **Group 2**, textbook p.92 on the Puritans. As students read, have them pay particular attention to the colonists’ challenges and successes.
- Ask students: *Why was New Jersey divided into West and East Jersey?* (West Jersey was sold to John Fenwick, who wanted to start a Quaker colony. Sir George Carteret owned East Jersey, an English colony. Puritans and other settlers lived in East Jersey.)
- Have Group 1 create a summary sheet with the heading *West Jersey*. The sheet should note key events and aspects of the Quaker society of West Jersey. (Addendum 2)
- Have Group 2 create a summary sheet for *East Jersey*. The sheet should note key events and aspects of the Puritan society of East Jersey. (Addendum 3)
- Have both groups read textbook p.93 complete Skills Practice p.24.
- Pose the following question and discuss:
 - *Why did West and East Jersey once again become one colony?*

Lesson 4 – Two Worlds Collide

- Introduce students to vocabulary: treaty
- Pose the following question and discuss:
 - *How might the Delaware people have felt as European settlement expanded into their territory?*
- Have students read textbook p.94-95.
- Have students work in pairs to complete a column Venn Diagram to compare and contrast the farming methods of the European settler and the Delaware people. (Addendum 4)
- Students will share their diagrams.
- Pose the following question and discuss:
 - *How did the Delaware people’s idea of land ownership differ from the European idea?*
- Have students work in pairs and complete the cause and effect organizer as they read

textbook p. 96-98. (Addendum 5)

- Have students choose “Write about History” or “Identify Fact and Opinion on textbook p. 101.

New Jersey Now

Lesson 5 – New Jersey Today

- Discuss with students about challenges they have faced in their lives.
- Pose the following questions and discuss:
 1. *Has your family ever dealt with unexpected challenges?*
 2. *What do you do when you are faced with an unexpected challenge?*
 3. *How do you handle challenges that you expect to happen?*
- List students responses and discuss.
- Introduce students to vocabulary: transistor, satellite, and terrorist.
- Pose the following question:
 - *What challenges and opportunities did New Jersey experience after 1945?*
- Have students read p.293-295 taking notes as they read.
- Have students write quiz questions based on the main changes that people in New Jersey had to face after 1945.
- Have students exchange questions with partners and write the answers to each other’s questions.
- Have students choose either completing the graphic organizer (Addendum 5) or Skills Practice p.73.
- Read aloud textbook p.296 and pose the following question for discussion:
 - *Do you think the events of September 11, 2001 brought Americans together?*

Lesson 6 – Citizenship and Government

- Introduce students to vocabulary: authority, governor, mayor and city council.
- Have students read textbook p.299 and discuss.
- Read aloud “Imagine.” and discuss. (Addendum 7)
- Distribute Addendum “The Mayflower Compact” and read it aloud together.
- Have students discuss and complete Addendum 8.
 - What would they agree with?
 - What would they not? Why?
- Pose the following question:
 - *What makes a democracy work?*
- Read aloud textbook p.300.
- Introduce the “Core Democratic Values” Addendum 9 and discuss.
- Pose the following question:
 - *Why do you think U.S. citizens are fortunate to live in a democratic republic?*

Lesson 7 – Citizenship and Government

- Pose the following question:
 - *What does each level of the government do to help people in New Jersey?*
 - Divide students into three small groups. **Group 1** will represent the U.S. government, **Group 2**, the New Jersey state government, and **Group 3**, the local government in New Jersey.
 - Each group should read p.302-303.
 - Have students look for details about the ways their level of government helps people meet challenges in New Jersey. Have students take notes about what they learn.
-

- Each group can do additional research on their government level by using city, state, and national government Web sites,, such as <http://www.nj.gov/> and <http://www.usa.gov/>. Ask students which Web sites are most useful in their research.
- Have groups present to the class what they learned about their level of government.

Lesson 8 – Honoring Democracy

- Have students design a flag to represent themselves and their own identity, or have students make a joint flag to represent the class, incorporating symbols into a design.
- Pose the following questions and discuss:
 1. *What symbols do you know that represent the United States?*
 2. *What does the American flag symbolize?*
- Have students read p.300-301 “The Star-spangled Banner” and “Honoring Democracy”
- Have students discuss the meaning behind the national anthem and the American symbols.
- Have students complete a K-W-L chart in which they write what they already know about the flag and what they want to learn. (Addendum 10)
- Have students read p.306-307 and complete their K-W-L charts to show what they have learned and share.
- Have students complete Addendum 11 identifying symbols and defining the meaning of symbols.

FINAL PROJECT WEEK

- Students have a choice between project-based assessments.
- Review project-based rubrics with students.

Assessment

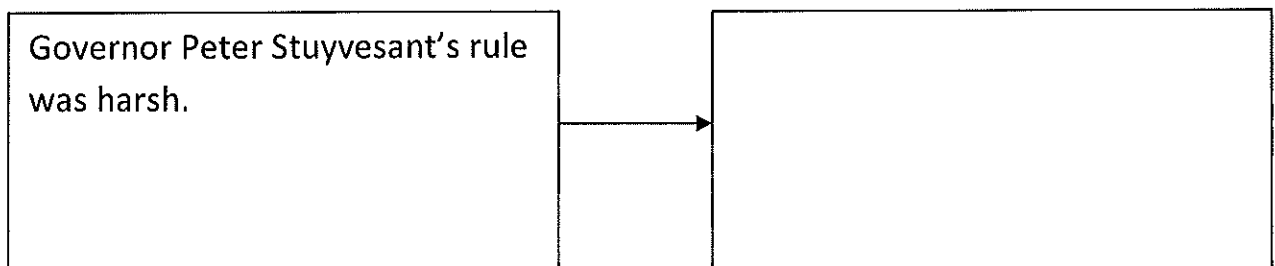
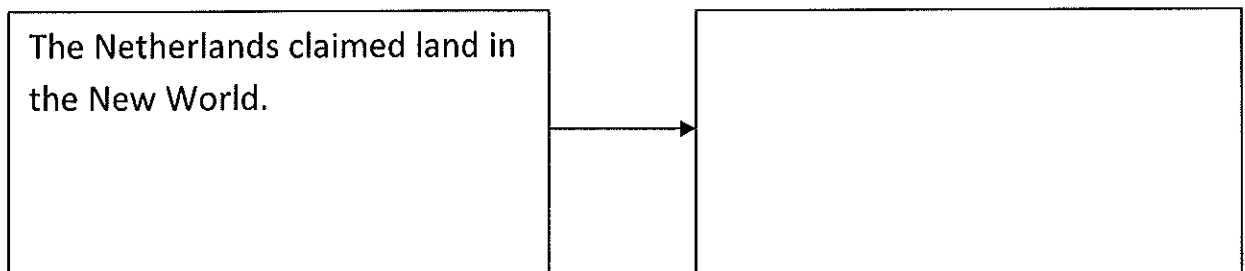
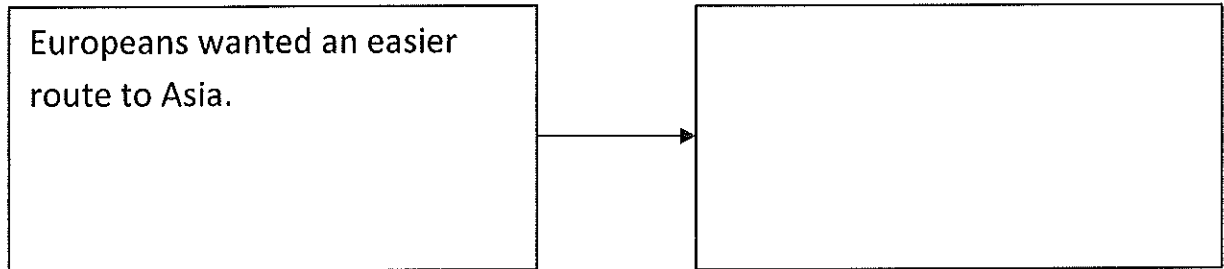
Students have a choice between project-based assessments:

- **“Transportation or Communication” – Research** either a transportation system or a type of communication system and create a presentation. Include how the development of this system impacted the economics and increased collaboration and spread of ideas in New Jersey, the United States and the world.
- **“Europeans in New Jersey Podcast” --** Create a 5-7 minute podcast about the experiences and observations of the Europeans and their interactions with each other and Native Americans. Discuss the types of homes Europeans lived in, what types of food they ate and how they obtained their food, what methods of transportation they used and what daily life was like for them. Discuss the impact that Native Americans had on the ‘new’ European life styles. The podcast will be played for the entire class and a written transcript of podcast is required.
- **“New Jersey Past and Present Booklet” --**Create a 4 page booklet that compares early New Jersey with modern New Jersey. Include graphics throughout the booklet to help ‘tell the story’. The booklet should include a cover with an introductory paragraph about the major changes in New Jersey over the years, two pages on the inside to include drawings of New Jersey past and present. A back cover to include two paragraphs about changes in population, buildings, economy, government, or technology. A presentation will be made to the class.

Addendum 1

**Winds of Change
Cause and Effect**

As you read p.84-87 complete the graphic organizer with the missing effects.



Addendum 2

**Summary Sheet
West New Jersey**

Key Points

Details

	Summary

Summary Sheet
East New Jersey

Key Points

Details

	Summary

Addendum 4

Column Venn Diagram

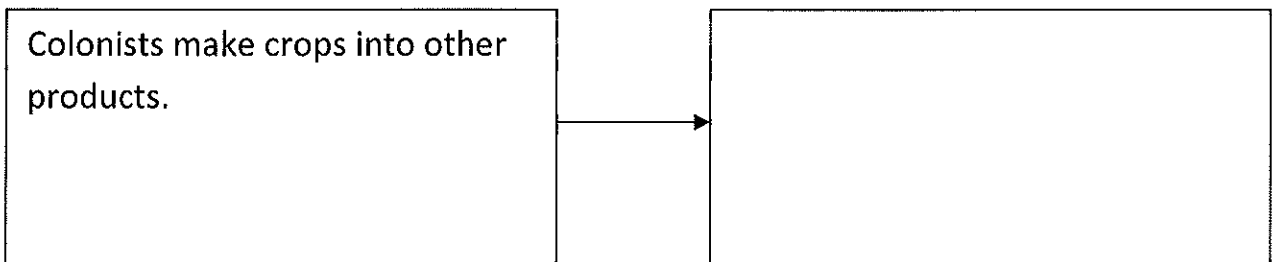
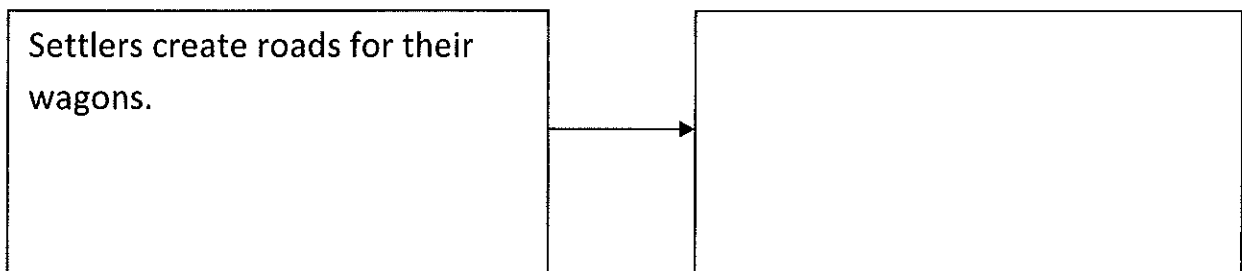
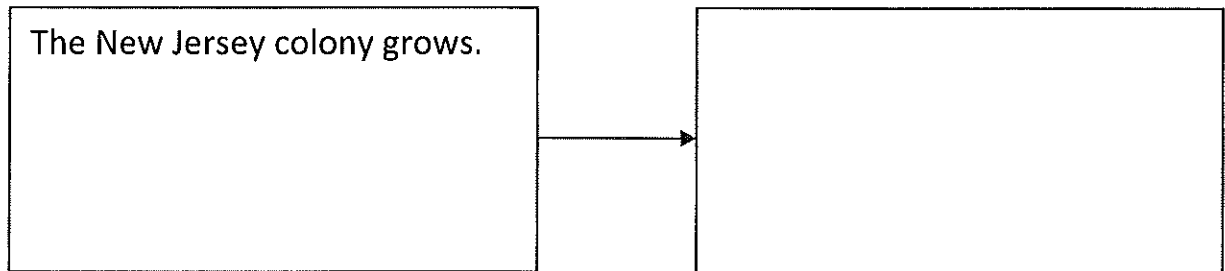
Compare the farming methods of the European settler and the Delaware people.

European	Shared Characteristics	Delaware

Addendum 5

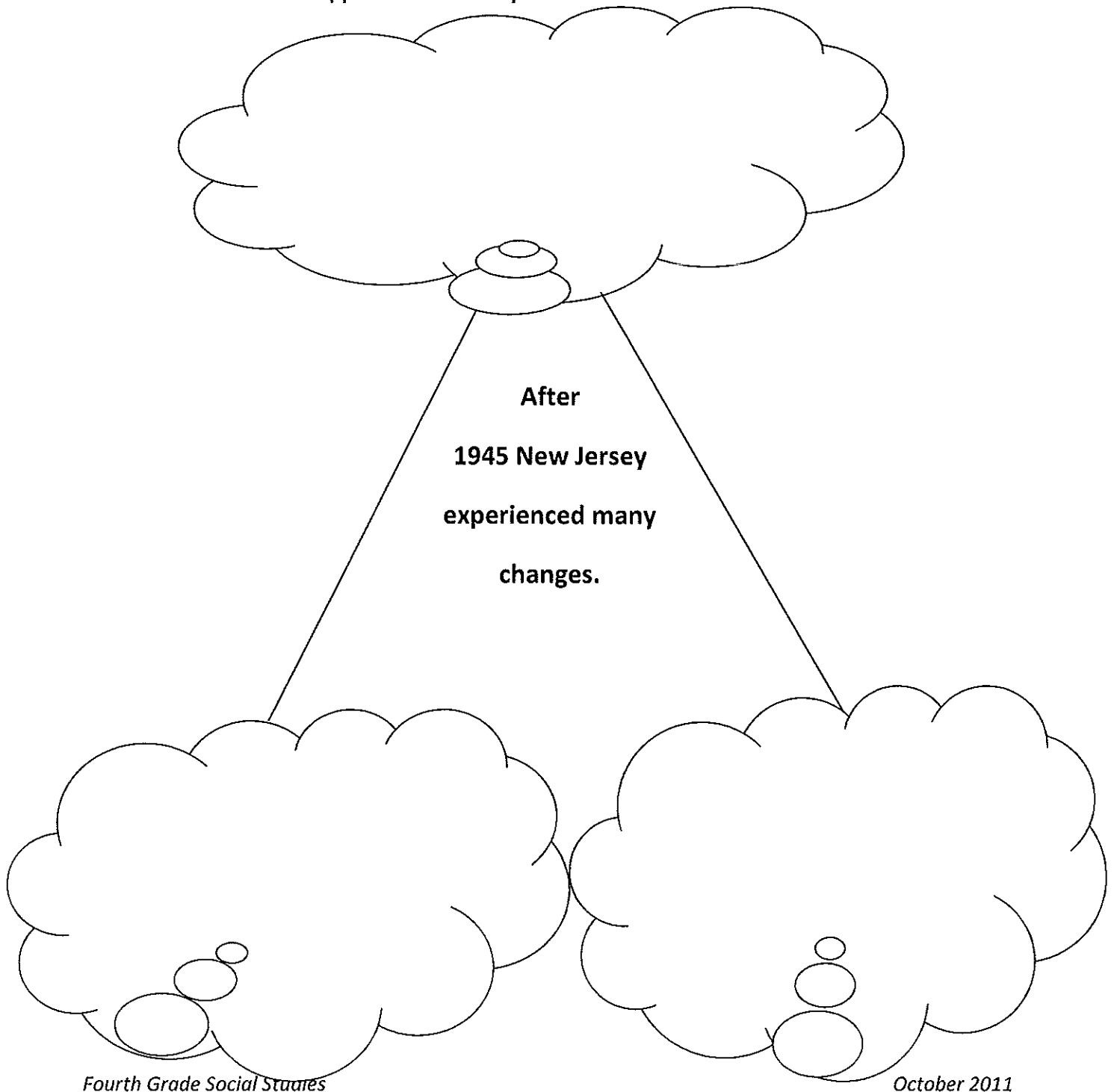
**Two World Collide
Cause and Effect**

As you read p.96-98 complete the graphic organizer with the missing effects.



**Summarize
Life in Modern New Jersey**

Write three facts that support the summary.



Imagine

Imagine this:

You have been crammed onto a 90 foot sailing ship with 127 other people for more than two months—66 days to be exact. This isn't any cruise ship, either. There are no bathrooms (people just wash up on deck and throw waste overboard); food is scarce and mostly stale; and since this is the open, churning Atlantic Ocean, people are seasick all over the place. Finally, finally, you have reached land...but with no sign of civilization as you know it.

Or

What might happen if they were on some desert island reality show with a bunch of people? How would they make sure that everyone got along? What rules would be most important, and who would be in charge?

In other words, you're standing in the shoes of our Pilgrim ancestors.

The Mayflower Compact: Would You Sign?

Having undertaken, for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together into a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

The Mayflower Compact: Would You Sign?

When we took this voyage to the New World, we wanted to make a colony that would advance the good reputation of the country and government we came from.

Your signature: _____
Why or why not?

In coming here, we also want to deepen and spread our Christian faith.

Your signature: _____

Why or why not?

Since we are so far away from our regular government, we need to organize one together here, or we could die.

Your signature: _____
Why or why not?

We won't have a king here. Instead, we are a "civil body politic"—a group of people who will agree to make constitutions, laws, and leadership jobs when we decide together that we need them.

Your signature: _____
Why or why not?

Once we make these laws, we promise to obey them.

Your signature: _____
Why or why not?

The Core Democratic Value

Life:	Each person has the right to the protection of his or her life.
Liberty:	Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.
The Pursuit of Happiness:	Each person can find happiness in their own way, so long as they do not step on the rights of others.
Justice:	All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.
Common Good:	People should work together for the good of all. The government should make laws that are good for everyone.
Equality:	Everyone should get the same treatment regardless of where your parents or grandparents were born, race, religion or how much money you have. All people have political, social and economic equality.
Diversity:	Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.
Popular Sovereignty:	The power of the government comes from the people.
Patriotism:	A devotion to our country and the core democratic values in words and deeds.
Rule of Law:	Both the government and the people must obey the law.

"Helping Teachers Teach and Children Learn."

Addendum 10

K-W-L
The American Flag

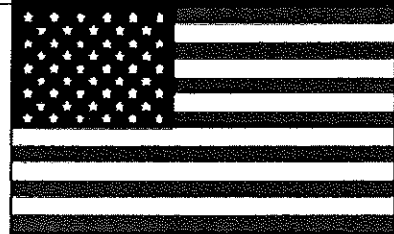
What I Know	What I Want to Find Out	What I Learned

Name:

Date:

Non-Fiction Reading

Mini-Lesson: **Oh Say Can You See....and Sing: The National Anthem**

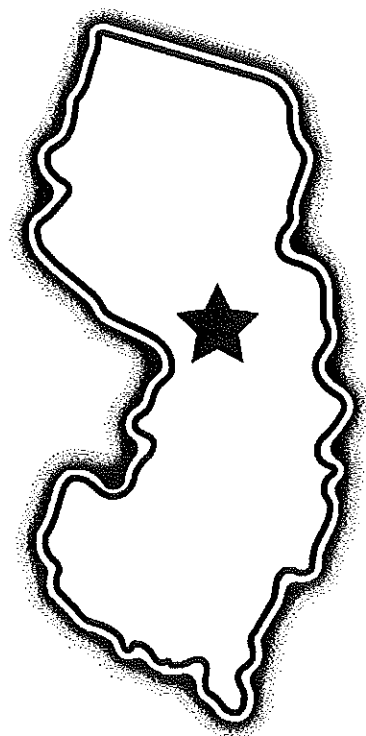


What is a symbol?

New Jersey Past & Present

Transportation or Communication – Project

You have learned a lot about how transportation and communication have shaped the history of New Jersey. Research a transportation or communication system inventor and create a presentation about that system.



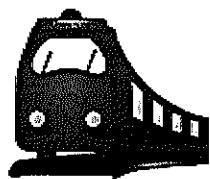
Be sure to include:

- Brief history of the system
- A description of system and the purpose of its use
- Picture/illustration of the system
- How the development of the system impacted the economics and increased collaboration and spread of ideas in New Jersey, the United States and the world.

You will present your project to class and hand in a written transcript of your presentation.

Name _____

Date _____



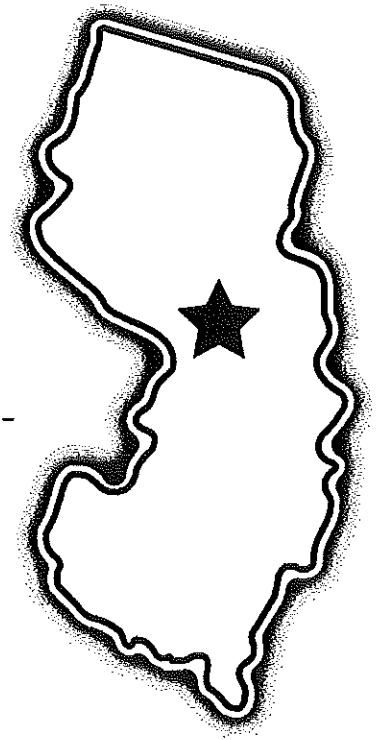
Grade 4 – Transportation or Communication - Project Rubric

	4	3	2	1
Presentation Content	<i>Presentation Includes:</i> <ul style="list-style-type: none"> Brief history of system Description of system Purpose of system Picture/illustration of system How system shaped New Jersey and world history 	<i>Presentation Includes:</i> <ul style="list-style-type: none"> Brief history of system Description of system Purpose of system Picture/illustration of system How system shaped New Jersey and world history 	<i>Presentation Includes:</i> <ul style="list-style-type: none"> Brief history of system Description of system Purpose of system Picture/illustration of system How system shaped New Jersey and world history <i>(missing 1)</i>	<i>Presentation Includes:</i> <ul style="list-style-type: none"> Brief history of system Description of system Purpose of system Picture/illustration of system How system shaped New Jersey and world history <i>(missing 2 or more)</i>
Written Content	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic 	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic 	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic <i>(missing 1)</i>	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic <i>(missing 2 or more)</i>
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	<i>Missing 1 of the following elements</i> <ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	<i>Missing 2 or more of the following elements</i> <ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact.

Project

Europeans in New Jersey Podcast

You have learned a lot about how the Europeans have shaped New Jersey. Your goal is to make a 5-7 minute podcast about the experiences and observations of the Europeans and their interactions with each other and Native Americans.



Be sure to discuss:

- Types of homes Europeans lived in
- Types of food Europeans ate
- How Europeans obtained their food
- Methods of transportation Europeans used
- What daily life was like for Europeans
- The impact Native Americans had on the 'new' European life styles.

Your podcast will be played for the entire class and a written transcript of your podcast submitted.

Name _____

Date _____



Europeans in New Jersey Podcast – Project

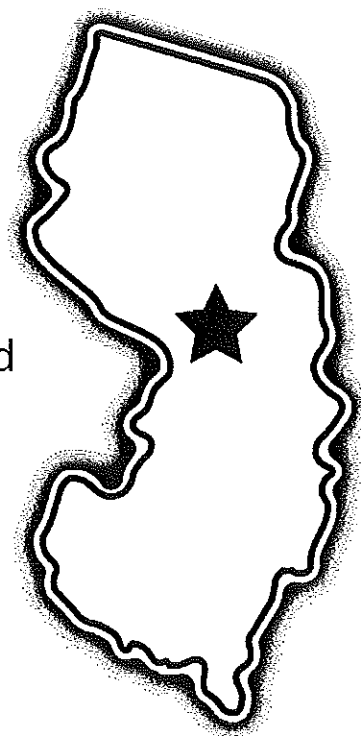
	4	3	2	1
Content of podcast Clarity	<ul style="list-style-type: none"> Catchy, clever and engaging (commands attention) introduction European interactions with each other Types of homes Europeans lived in Types of food Europeans ate How Europeans obtained their food Methods of transportation Europeans used Description of European daily life Impact Native Americans had on the 'new' European life styles Conclusion clearly summarizes key information Written transcript is provided 	<ul style="list-style-type: none"> Engaging (commands attention) introduction European interactions with each other Types of homes Europeans lived in Types of food Europeans ate How Europeans obtained their food Methods of transportation Europeans used Description of European daily life Impact Native Americans had on the 'new' European life styles Conclusion summarizes key information Written transcript is provided 	<ul style="list-style-type: none"> Engaging (commands attention) introduction European interactions with each other Types of homes Europeans lived in Types of food Europeans ate How Europeans obtained their food Methods of transportation Europeans used Description of European daily life Impact Native Americans had on the 'new' European life styles Conclusion summarizes key information Written transcript is provided (<i>missing 2 elements</i>) 	<ul style="list-style-type: none"> Engaging (commands attention) introduction European interactions with each other Types of homes Europeans lived in Types of food Europeans ate How Europeans obtained their food Methods of transportation Europeans used Description of European daily life Impact Native Americans had on the 'new' European life styles Conclusion summarizes key information Written transcript is included (<i>missing 3 or more elements</i>)
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 5-7 minute presentation 	<ul style="list-style-type: none"> Spoke clearly (rate and volume). Showed knowledge about project. Made eye contact. 5-7 minute presentation 	<p><i>Missing 1 of the following elements:</i></p> <ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed knowledge about project. Made eye contact. 5-7 minute presentation 	<p><i>Missing 2 or more of the following elements:</i></p> <ul style="list-style-type: none"> Spoke clearly (rate and volume) Showed knowledge about project. Made eye contact. 5-7 minute presentation

Notes: _____

Project

New Jersey Past & Present Booklet

You have learned a lot about New Jersey's Past and what our state is like today. All types of people have made this state what it is today. Your goal is to create a 4 page booklet that compares early New Jersey with modern New Jersey.



Set up your booklet as follows:

- **Cover:** colorful & creative, include a title, your name and an introductory paragraph about the major changes in New Jersey over the years.
- **Inside** (2 pages): a drawing of New Jersey's past and present. Be sure to include what a village and a city may have looked like in the late 1700's-early 1800's and now.
- **Back:** 2 paragraphs about changes in population, buildings, economy, government, or technology.

Be sure to use graphics throughout the booklet to help 'tell the story'.

Be prepared to present your brochure to the class.

Name _____

Date _____

New Jersey Past & Present Booklet - Project

	4	3	2	1
Booklet Elements	Booklet includes: <ul style="list-style-type: none"> • Cover – colorful & creative • Introductory paragraph including major changes in New Jersey over the years • Inside (2 pages) to include: Drawing of New Jersey <ul style="list-style-type: none"> ➤ 1700-1800 village & city ➤ Present village & city • Back – more than 2 paragraphs about changes to include: <ul style="list-style-type: none"> ➤ Population ➤ Building ➤ Economy ➤ Government and ➤ Technology • Illustrations exceptionally attractive and well organized 	Booklet includes: <ul style="list-style-type: none"> • Cover – colorful & creative • Introductory paragraph including major changes in New Jersey over the years • Inside (2 pages) to include: Drawing of New Jersey <ul style="list-style-type: none"> ➤ 1700-1800 village & city ➤ Present village & city • Back – 2 paragraphs about changes to include: <ul style="list-style-type: none"> ➤ Population ➤ Building ➤ Economy ➤ Government Or ➤ Technology • Illustrations exceptionally attractive and well organized 	Booklet includes: <ul style="list-style-type: none"> • Cover – colorful & creative • Introductory paragraph including major changes in New Jersey over the years • Inside (2 pages) to include: Drawing of New Jersey <ul style="list-style-type: none"> ➤ 1700-1800 village & city ➤ Present village & city • Back – 2 paragraphs about changes to include: <ul style="list-style-type: none"> ➤ Population ➤ Building ➤ Economy ➤ Government Or ➤ Technology • Illustrations exceptionally attractive and well organized <i>(missing 2 elements)</i> 	Booklet includes: <ul style="list-style-type: none"> • Cover – colorful & creative • Introductory paragraph including major changes in New Jersey over the years • Inside (2 pages) to include: Drawing of New Jersey <ul style="list-style-type: none"> ➤ 1700-1800 village & city ➤ Present village & city • Back – 2 paragraphs about changes to include: <ul style="list-style-type: none"> ➤ Population ➤ Building ➤ Economy ➤ Government Or ➤ Technology • Illustrations exceptionally attractive and well organized <i>(missing 3 or more elements)</i>
Content	<ul style="list-style-type: none"> • All content is easy to read and all elements are so clearly written, labeled, and illustrated. • Content is well organized and covers in depth with details. • No spelling or grammatical errors in booklet. 	<ul style="list-style-type: none"> • All content is easy to read and most elements are clearly written, labeled, and illustrated. • Content is well organized and includes essential details. • No spelling or grammatical errors in booklet. 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, labeled with rough illustration. • Content is disorganized and 1-2 factual errors. • One spelling or grammatical error in booklet. 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written, not labeled and not illustrated. • Content is disorganized and 3 or more factual errors. • Several spelling or grammatical errors in booklet.
Presentation	<ul style="list-style-type: none"> • Presentation was engaging • Spoke clearly (rate and volume) • Showed that I knew all about my project • Made eye-contact 	<ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project • Made eye contact 	<i>Missing 1 of the following elements:</i> <ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project. • Made eye contact 	<i>Missing 2 or more of the following elements:</i> <ul style="list-style-type: none"> • Spoke clearly (rate and volume) • Showed that I knew all about my project • Made eye contact

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South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 4
Growth & Industry

Suggested Lessons – Growth & Industry

Lesson 1 – Inventions and Improvements

- Pose the following questions and discuss:
 - *What do you know about inventions?*
- Create a list of inventions.
- Read aloud textbook p.168 and discuss why New Jersey is called the Garden State?
- Place students in three or more groups. Each group will read a different section of the text: **Group 1** textbook p.169; **Group 2**, textbook p.170-171; **Group 3**, textbook p.172-173.
- Have each group create advertisements for the inventions or improvements discussed in the textbook. Students should include art in their advertisements.

- Have each group present their advertisements to the class.
- Pose the following question to summarize the lesson and discuss:
 - *How did these improvements and innovations affect life in New Jersey?*
- Have students complete either “Lesson 1 Review” textbook p.171 or Skills Practice p.43.

Lesson 2 – New Jersey’s Bustling Cities

- Have students look at the cross-section diagram on page 176-177. Explain to students that a cross-section diagram is a helpful tool that lets people see the inside parts of an object.
- Read aloud textbook p.178 and discuss.
- Chart a list on of New Jersey cities that students have visited. Have students get together in groups of 3 to write down some places in New Jersey they have visited and sights they remember (businesses, natural features, sports arenas, etc.)
- Have students read page 179-180 independently or as a class.
- Place students into pairs to create a concept web of the challenges faced by New Jersey’s rapidly growing cities. (Addendum 1)
- Pose the following question to summarize the lesson and discuss:
 - *What opportunities arose in New Jersey as the 1800’s unfolded?*
- Have students complete either “Lesson 2 Review” textbook p. 180 or Skills Practice p.45

Lesson 3 – Women’s Equal Rights

- Pose the following question and discuss:
 - *Who votes in important elections?*
- Explain that women didn’t always have the right to vote.
- Read aloud *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone **Summary of the book:** Elizabeth Cady Stanton stood up and fought for what she believed in. From an early age, she knew that women were not given rights equal to men. But rather than accept her lesser status, Elizabeth went to college and later gathered other like-minded women to challenge the right to vote. This inspiring story is about an extraordinary woman who changed America forever because she wouldn’t take no for an answer.
- Have student pair read page 181 about Lucy Stone. Have students create small poster advertising for Women’s Rights. (Students will: Use facts learned from the lesson & use colors and be creative.)

-
- Students should present their posters to the class.

Lesson 4 – Industry & Inventions

- Pose the following question and discuss:
 - *What kinds of changes have happened in your lives during the past year?*
- Discuss with students what they know about inventors and inventions. Also ask what they know about industries in present-day New Jersey.
- Divide students into three or more groups. Have **Group 1** read textbook p.221 about the telephone; **Group 2** read textbook p.222-223 about electricity; and **Group 3** read textbook p. 224-225 about inventions.
- Have students work together to create a sequence chart. (Addendum 2)
- Students will choose one invention named in this lesson and write a paragraph that explains its importance. (Students will: Be sure to include how it was/is important to life in NJ & How it affects lives)
- Pose the following question to summarize the lesson and discuss:
 - *How did these inventions change American's lives?*
- Have student's complete "Lesson 1 Review" textbook p.223 or Skills Practice p.56.

Lesson 5 – Oil, Food & Health

- Have students turn and talk about the importance of gasoline, food and medicines and the role they play in their everyday lives.
- Have students look at the images of people working on textbook p.227, 228, and 230, and ask them to write a question they have about each image.
- Read together textbook p.227-230.
- Have students complete the three-column chart (Addendum 3) with the headings Dorrance, Seabrook, and White. (Students will: List details under each heading that summarizes each person's accomplishment and include why each accomplishment was important)
- Pose the following question to summarize the lesson and discuss:
 - *How did innovations in New Jersey affect the lives of All Americans?*
- Have student's complete Skill Practice p.57.

Lesson 6 – New Jersey's Economy

- Pose the following question and discuss:
 - *What items or services have you and your family bought lately?*
 - Have students read textbook p.273 as a class. Have students focus on the description of goods, services, a market economy, and free enterprise.
 - Divide students into three or more small groups. **Group 1** will represent consumers in New Jersey's economy, **Group 2** will represent industry, and **Group 3** will represent government.
 - Have each group read textbook p.274-276. Each group will present a short report detailing their role in New Jersey's economy.
 - Ask each group the following questions:
 - *What is the role of each group in keeping New Jersey's economy strong?*
(consumers purchase goods and services, industry provides goods and services, government provides jobs related to services it provides)
 - *What challenges does each group currently face in contributing to New Jersey's economy?*
 - *What might be some solutions to the problems?*
-

-
- *What might be some solutions to the problems?*
 - Have students either complete “Lesson 1 Review” or Skills Practice p. 68.

Lesson 7 – Productive New Jersey

- Divide class into three or more groups. **Group 1** will read textbook p.279; **Group 2**, textbook p.280; and **Group 3**, textbook p.282-283.
- Create a three-column chart on board with heading *Needs and Wants, Supply and Demand, and Production*. (Addendum 4)
- Pose the following question and discuss:
 - *Which factor plays the most important part in keeping New Jersey’s economy strong?*
- Have students either complete “Lesson 2 Review” or Skills Practice p.69.

Assessment

Students have a choice between these project-based assessments.

- **“Inventors and their Inventions” – Research** a New Jersey inventor and create a presentation. Include a brief history of inventor, description of invention and purpose, a picture/illustration of invention and how the invention shaped New Jersey and world history. A written transcript must accompany the presentation.

OR

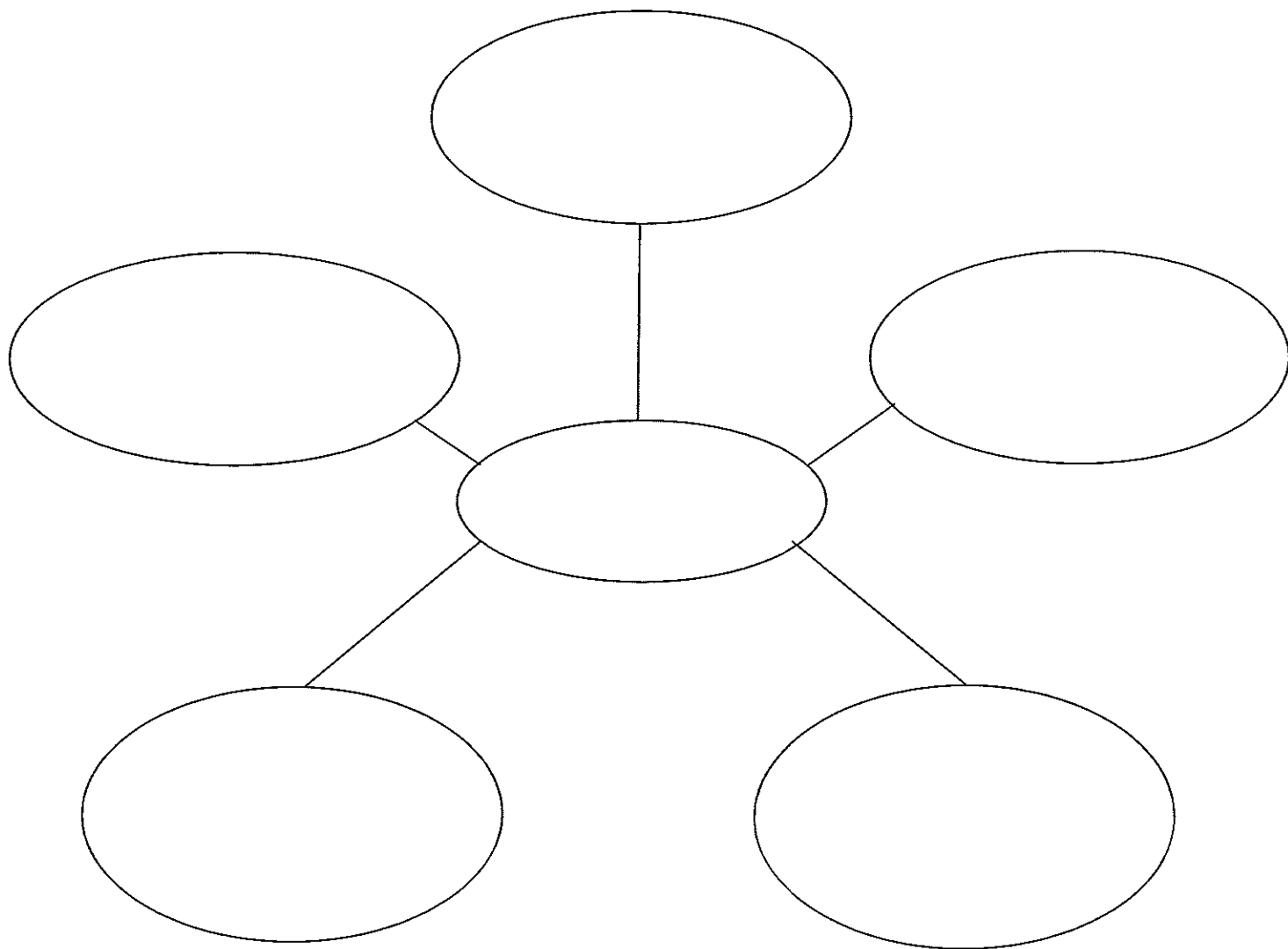
Create a visual/model, identifying and explaining 1-2 important technological advances by a New Jersey inventor.

- **“Advertise for New Jersey” – Work** with a partner to create a radio advertisement designed to attract businesses and visitors to New Jersey. The advertisement should be a 30 – 60 second radio advertisement that attracts businesses and visitors to New Jersey. Include a jingle to go along with the advertisement. A written transcript must accompany your advertisement.

Addendum 1

Name _____

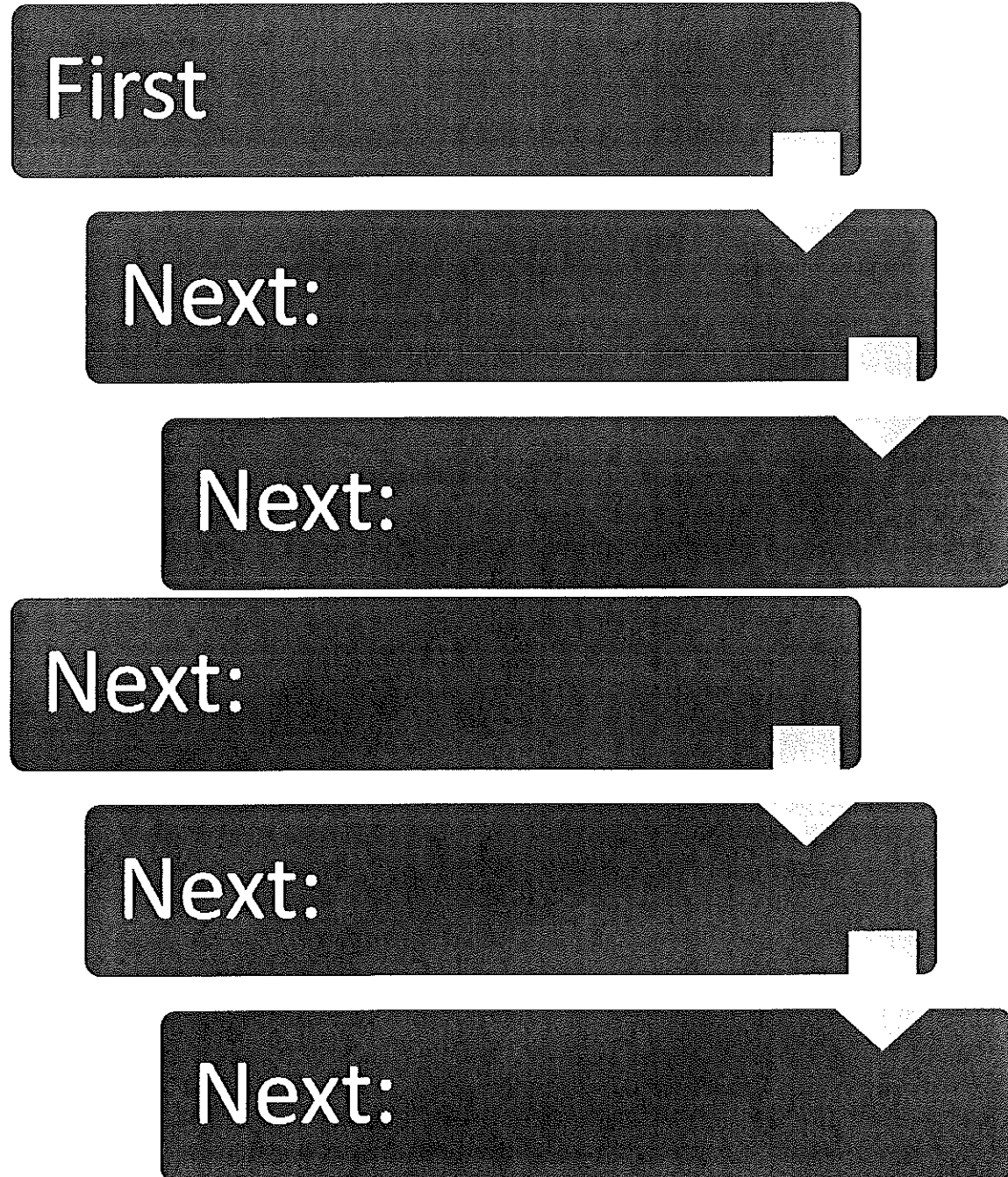
Complete concept web of the challenges faced by New Jersey's rapidly growing cities.



Addendum 2

Name _____

Complete the sequence chart below based on the inventions read about.



Addendum 3

Name _____

List details under each heading that summarizes each person's accomplishment & Include why each accomplishment was important.

[illegible]

Addendum 4

Name _____

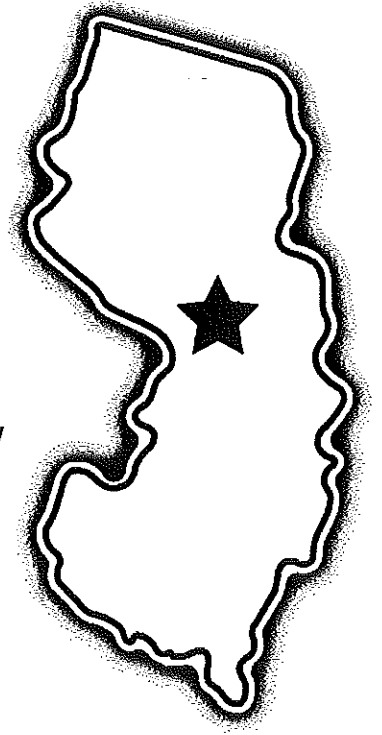
Complete chart by giving examples of how each factor has an impact on New Jersey’s economy.

Needs and Wants	Supply and Demand	Production

Growth and Industry

Inventors and their Inventions – Project

You have learned a lot about how inventors have shaped the history of New Jersey. Research a New Jersey inventor and create a presentation about that New Jersey inventor.



Be sure to include:

- Brief history of inventor
- A description of invention and purpose
- Picture/illustration of invention
- How the invention shaped New Jersey and world history, and discuss their personal history.

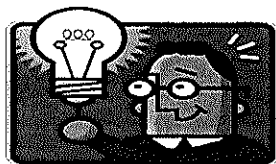
OR

Create a visual/model, identifying and explaining 1-2 important technological advances by a New Jersey inventor.

You will present your project to class and hand in a written transcript of your presentation.

Name _____

Date _____

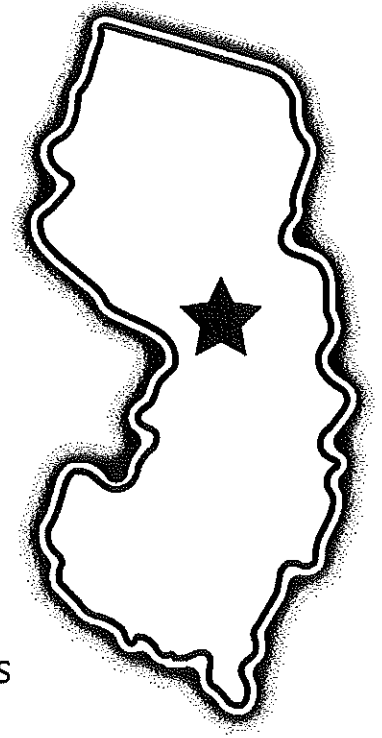


Grade 4 – Inventors and Inventions - Project Rubric

	4	3	2	1
Presentation Content	Presentation Includes: <ul style="list-style-type: none"> Brief history of inventor Description of invention Purpose of invention Picture/illustration of invention How invention shaped New Jersey and world history 7 minute presentation 	Presentation Includes: <ul style="list-style-type: none"> Brief history of inventor Description of invention Purpose of invention Picture/illustration of invention How invention shaped New Jersey and world history 5-7 minute presentation 	Presentation Includes: <ul style="list-style-type: none"> Brief history of inventor Description of invention Purpose of invention Picture/illustration of invention How invention shaped New Jersey and world history 5-7 minute presentation (missing 1) 	Presentation Includes: <ul style="list-style-type: none"> Brief history of inventor Description of invention Purpose of invention Picture/illustration of invention How invention shaped New Jersey and world history 5-7 minute presentation (missing 2 or more)
Written Content	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic 	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic 	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic (missing 1) 	<ul style="list-style-type: none"> No spelling or grammatical errors Well organized Contain accurate facts Demonstrates a clear understanding of the topic (missing 2 or more)
Presentation	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	<ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	Missing 1 of the following elements <ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact. 	Missing 2 or more of the following elements <ul style="list-style-type: none"> Presentation was engaging. Spoke clearly (rate and volume). Showed knowledge about project Made eye-contact.

Growth and Industry

Advertise for New Jersey – Project



You have learned a lot about the great state of New Jersey. Work with a partner to create a radio advertisement designed to attract businesses and visitors to New Jersey. Think about what makes New Jersey special and interesting.

Your advertisement should include:

- 30 – 60 seconds attracting businesses and visitors to come to New Jersey.
- A jingle to go along with the advertisement.
- A written transcript of your advertisement.

Name _____

Date _____



Grade 4 – Advertise for New Jersey – Project Rubric

	4	3	2	1
Radio Advertisement Elements	<i>Radio Advertisement includes:</i> <ul style="list-style-type: none"> • Original, catchy and highly persuasive wording in jingle • Maintains focus throughout • Clearly enunciated • Theme is evident • Addresses target audience • Conveys overall “BIG” idea • 60 seconds in length 	<i>Radio Advertisement includes:</i> <ul style="list-style-type: none"> • Original, catchy and highly persuasive wording in jingle • Maintains focus throughout • Clearly enunciated • Theme is evident • Addresses target audience • Conveys overall “BIG” idea • 30-60 seconds in length 	<i>Radio Advertisement includes:</i> <ul style="list-style-type: none"> • Original, catchy and highly persuasive wording in jingle • Maintains focus throughout • Clearly enunciated • Theme is evident • Addresses target audience • Conveys overall “BIG” idea • 30-60 seconds in length (missing 1) 	<i>Radio Advertisement includes:</i> <ul style="list-style-type: none"> • Original, catchy and highly persuasive wording in jingle • Maintains focus throughout • Clearly enunciated • Theme is evident • Addresses target audience • Conveys overall “BIG” idea • 30-60 seconds in length (missing 2 or more)
Content Clarity	<ul style="list-style-type: none"> • Script is clear, concise and well written • No spelling or grammatical errors • Words spoken and written in same voice (e.g., past, present, future) 	<ul style="list-style-type: none"> • Script is clear, concise and well written • No spelling or grammatical errors • Words spoken and written in same voice (e.g., past, present, future) 	<ul style="list-style-type: none"> • Script needs more development • One – two spelling or grammatical errors • Words spoken and written occasionally switches voice (e.g., past, present, future) 	<ul style="list-style-type: none"> • Script is vague • Several spelling or grammatical errors • Words spoken and written are not in same voice (e.g., past, present, future)
Cooperation	<ul style="list-style-type: none"> • Worked cooperatively during class with partner all the time with no need for teacher intervention 	<ul style="list-style-type: none"> • Worked cooperatively with partner most of the time but had a few problems that the team resolved themselves 	<ul style="list-style-type: none"> • Worked cooperatively with partner most of the time, but had one problem that required teacher intervention 	<ul style="list-style-type: none"> • Worked cooperatively with partner some of the time, but had several problems that required teacher intervention
Presentation	<ul style="list-style-type: none"> • Captured audience attention • Well rehearsed • Spoke clearly (rate and volume). • Made eye-contact. 	<ul style="list-style-type: none"> • Captured audience attention • Well rehearsed • Spoke clearly (rate and volume). • Made eye-contact. 	(Missing 1 element listed below) <ul style="list-style-type: none"> • Captured audience attention • Well rehearsed • Spoke clearly (rate and volume). • Made eye-contact. 	(Missing 2 or more elements listed below) <ul style="list-style-type: none"> • Captured audience attention • Well rehearsed • Spoke clearly (rate and volume). • Made eye-contact.

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 4
A New Nation

Suggested Lessons – A New Nation

Lesson 1: Introduction

- Pose the following question and discuss:
 - *What does independence mean to you?*
- Review and discuss timeline of events between 1770-1795 textbook p.108-109.
- Have students identify contributions of significant individuals during the Revolutionary period (Meet the People) textbook p.110-111.
- Read textbook p.113 and summarize and sequence the main events from the French and Indian War to the battles of Lexington and Concord.
- Have students complete either “Apply It” p.113 or Skills Practice p. 28.

Lesson 2: The Road to War: Trouble with Great Britain

- Read and discuss “Why We Remember” textbook p.115, and have students describe how the decisions of the colonists to fight the British in 1775 have affected their lives today.
- Introduce students to vocabulary: Parliament, repeal, import, tax, and boycott.
- Have students read textbook p.116 and discuss.
- Have students read textbook p. 117-118 in small groups.
- Have small groups complete a two-column chart with headings *Colonists* and *Great Britain* noting important facts and details about the goals and actions of each group. (Addendum 1)

Lesson 3: The Road to War: Trouble with Great Britain

- Pose the following questions and discuss:
 - *Why did the British pass the Stamp Act?* (needed money after French and Indian War)
 - *Why were the colonists particularly unhappy with the Stamp Act?* (They had no say in the government’s decision to pass the tax.)
 - *How did the colonists react to this and other taxes?* (protests; Boston Tea Party)
- Have students complete sequence graphic organizer identifying the four events that led to the Greenwich Tea Party. (Addendum 2)
- Read and discuss the biography of William Franklin; textbook p. 119 in order to demonstrate how conflicting opinions about the Revolution caused dissention within families as well as community members.

Lesson 4: Loyalists and Patriots

- Introduce students to vocabulary: delegate, Loyalist, minutemen, and Patriot.
- Pose the following question and discuss:
 - *What is it like to feel strongly about a cause, issue or an idea?*
- Have students read textbook p.120 and discuss.
- Divide the class into two groups. Have **Group 1** read textbook p. 121 and **Group 2** read textbook p.122.
- Have students create at least six questions about the people and places they just read. Each question should require more than a one-word answer.
- Each group should write their questions on chart paper. Students will take turns quizzing one another after they have read the page assigned to the other group.

Lesson 5: Loyalists and Patriots

- Have the class read textbook p.123.
- Pose the following questions and discuss:
 - *Who were the Loyalists? the Patriots?*
- Explain the significance of April 19, 1775 (Addendum 3)
- Review the decisions made at the Second Continental Congress (Addendum 4)
- Compare and contrast the First and Second Continental Congresses
- Define Patriot and Loyalist and outline the point of view of each (textbook p.123 – 125)
- Have student complete either “ Lesson 2 Review” question 1 and 2 or Skills Practice p.31

Lesson 6: The Road to War: Declaring Independence

- Pose the following questions and discuss:
 - *How was the Declaration of Independence created?*
 - *What risks were the Declaration’s signers taking when they put their name on the document?*
- Divide the class into five groups. Have the groups read p.127-129. Assign each group one New Jersey signer of the Declaration of Independence (Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, or Abraham Clark). (Addendums 5-9)
- Have each group read the Addendum of the assigned signer of the Declaration of Independence and prepare a brief report about one of these brave New Jerseyans. (Addendum 10)

Lesson 7: The Road to War: Declaring Independence

- Describe the sequence of events that led to the creation of the Declaration of Independence. (Addendum 11)
- Read and discuss the importance of the Declaration of Independence as a key document of American History.
- Pose the following question and discuss:
 - *Why did signing the Declaration of Independence make war Great Britain certain?*
- Discuss the consequences of declaring independence from Great Britain.
- Have students complete Skills Practice p. 32.

Lesson 8: Primary and Secondary Sources

- Have students read the **What?** Section of textbook p.130 and discuss the purpose for each source.
- Have students read the **Why?** Section of textbook p.131.
- Pose the following question and discuss:
 - *How might you use primary and secondary sources as you study or do research?*
- Compare and contrast primary and secondary sources (textbook p.130 – 131).
- Have students complete Skills Practice p. 33.

Lesson 9: The Founding of a New Nation: Battlefield New Jersey

- Pose the following questions and discuss:
 - *What do you know about the battles fought in New Jersey during the American Revolution?*
 - *Why did the colonists think the battles were worth fighting?*
 - *Do you know what led to the writing of the new Constitution?*
- Discuss the importance of Trenton and Philadelphia and locate each on a map textbook p.134-135.
- Introduce the following vocabulary: strategy, enlistment, and ratify.
- Place students in three groups. Each group will read a different section of the text: **Group 1**, textbook p.137 on the Battle of Trenton; **Group 2**, textbook p.138 on the Battle of Princeton; and

-
- **Group 3**, textbook p.139 on the Battle of Monmouth.
 - Have each group also read about each battle in the supplemental addendums. (Addendums 12-14)
 - Have each group create posters illustrating the major events of their assigned battle.
 - Have students include eye-catching images, illustrations, and maps.
 - Have each group present their poster to the class.
 - Pose the following question and discuss:
 - *Why was each of these New Jersey battles significant?*

Lesson 10: The Founding of a New Nation: Battlefield New Jersey

- Trace the events leading up to the end of the American Revolution; textbook p.140.
- Discuss the contributions of George Washington, Mary Ludwig Hays McCauley, Colonel Tye, General Charles Cornwallis, and James Forten to New Jersey's history; textbook p.137-141
- Have students discuss the importance of the Articles of Confederation as a key document in US history. (Addendum 15)
- Have students read and discuss family life in colonial America textbook p. 142-143.

Lesson 11: Founding of a New Nation: A Design for Democracy

- Introduce students to vocabulary: legislature, democracy, veto, override, amendment.
- Place students into four groups, Have **Group 1 & 2** read textbook p. 145 on the Constitutional Convention and **Group 3 & 4** read textbook p. 146 on the Constitution.
- Have each group write a summary sheet of their assigned pages.
- Ask **Group 1 & 2** the following questions:
 - *What is democracy?*
 - *How does it differ from a democratic republic?*
- Ask **Group 3 & 4** the following questions:
 - *What is separation of powers?*
 - *What are checks and balances?*
- Have students read textbook p.147.
- Pose the following questions and discuss:
 - *Why was the Bill of Rights added to the Constitution?*
 - *How did the Constitution bring about a better form of government for the United States?*
- Have students complete either "Lesson 2 Review" questions 4 and 5 or Skills Practice p. 37.

Lesson 12: Founding of a New Nation: A Design for Democracy

- Have students read textbook p. 148 and compare and contrast the French and American Revolutions.
- Read aloud textbook p. 148 and have students identify the contributions of George Washington.
- Pose the following question and discuss:
 - *How is taking notes about a passage helpful to someone studying or reading about a particular subject?*
- Have students read the **What?** and **Why?** Section of textbook p.150.
- Pose the following question and discuss:
 - *How might they use note-taking to organize information when studying for a test or to gather facts for writing assignments?*
- Read aloud sample text on p.150 and model for students how to identify the main ideas and details in the passage.

-
- Have students read the **How?** section of textbook p.151 and have students complete Think and Apply #1.
 - Have students complete Skills Practice p.38 "Taking Notes."

Lesson 13: The Civil War: Abolition in New Jersey

- Introduce students to vocabulary: abolitionist, vigilance, and apprentice.
- Pose the following question and discuss:
 - *What does freedom mean to you as a member of our society?*
- Have students read textbook p.183 and answer the following questions:
 1. What did Quakers think of the practice of slavery?
 2. How were enslaved children gradually freed in New Jersey?
 3. In what way were enslaved people different from apprentices?
- Read aloud textbook p.190 and pose the following question and discuss:
 - *Why would abolitionists oppose the Fugitive Slave Act?*
- Have students complete either "Lesson 1 Review" p. 190 or Skills Practice p.48.

Lesson 14: The Civil War: The Underground Railroad

Teacher Resource: "Steal Away, Steal Away..."

- Pose the following question:
 - *What role did New Jerseyans have in making a difference in the Underground Railroad?*
- Divide the class into four groups. Have **Group 1 & 2** read textbook p.193 and **Group 3 & 4** read textbook p.194-195.
- Have each group create a concept web with *Underground Railroad* in the center. (Addendum 16)
- Have students in each group add information about New Jersey's role in the Underground Railroad.
- Have students from each group summarize the information in their web for the other group.
- Have students either complete "Lesson 2 Review" p.195 or Skills Practice p.49.

Lesson 15: The Civil War: A Nation at War

- Have students read textbook p.198-200 independently or as a class.
- Create an event timeline on the board. Label each box with *Event, Date, and Why It's Important*. Have students complete the timeline using events mentioned on the pages read.
(e.g., **Event:** Fredericksburg
Date: 1862
Why its Important: Outnumbered Confederate forces defeated Union forces.)
- Pose the following question and discuss:
 - *How did each event contribute to the end of the Civil War?*

Final Project Week

- Students have a choice between three project-based assessments.
- Review project-based rubrics with students

Assessment

Students have a choice between three project-based assessments:

- **“An American Hero” – Research** one historical person from the American Revolution or Civil War who experienced difficulty in their life as a result of their actions. Write a biography about the significance of the person’s accomplishments during that time. Include a bibliography of the books and internet sites you used in your research.
- **“A Front Page Story” – Research** a key event that happened in New Jersey during this time period and write a newspaper article about it. Include an interesting headline, a catchy opening and closing. Include who was involved, what happened, when and where this event took place, why it was important and how it changed New Jersey. Remember during this time, newspapers were the only way to find out about current events!
- **“American Revolution Jeopardy” – Create** a “Jeopardy” game about the American Revolution. Make up 5 categories about this time period. Give 5 answers for each category ranging from easy to hard. Also, create an answer key to accompany the game.

Sequence of Events Greenwich Tea Party

List four events that led to the Greenwich Tea Party.

1	
2	
3	
4	

The Shot Heard Around The World

In April of 1775 tensions in the Colonies were very high. Many of the 13 colonies had begun to raise armies in order to defend themselves against the possibility of war with Great Britain. Colonists in Boston had suffered more than many of the other colonists.

In response to the Boston Tea Party, Great Britain had closed down the Boston Harbor. The result was that life in Boston had become very difficult. Many who lived there had lost their jobs. British troops were also being sent to Boston in mass. In order to house these troops, Bostonians were forced to let them live in their homes, and eat their food.

As tensions rose, officials in Great Britain ordered the governor of Massachusetts to send troops to Boston, and take possession of the weapons and ammunition that the colonists had gathered in a stock house.

The British soldiers were the best trained military force on Earth. They also had superior weapons. Everyone in Great Britain expected that they would have little difficulty marching to Boston to take these ammunitions.

Colonists in Boston had prepared themselves for any military actions by Great Britain. They had formed a group of soldiers known as minutemen. These minutemen were made up of farmers, shop owners, and peasants, who could be called upon to respond with just a minutes notice.

Minutemen were called to stand against the British troops. As the two armies faced each other, someone fired a shot. No one knows who fired it, or which side they were on. This shot became known as the shot heard around the world, and it touched off a conflict that would help further the tensions between Great Britain and her colonies.

As the British Troops began advancing towards where the ammunition and weapons were being stored, Paul Revere, and William Dawes rode ahead of them, shouting 'The Redcoats are coming'.

Their warning allowed the colonists the time they needed to get the minutemen in place along the route. Hiding behind trees, and buildings, these minutemen were able to easily defeat the British soldiers who were marching in formation, in the open.

The defeat of the British military humiliated Great Britain, and energized the colonists, showing them that it was possible to win their independence militarily

The First Continental Congress

As a result of the intolerable acts, which had been passed by the British Parliament, colonists in the Americas become increasingly convinced that they needed to take more aggressive steps in order to protect themselves, and their liberty.

On September 5, 1774 56 delegates were sent from each of the 13 colonies to meet in Philadelphia as representatives of The First Continental Congress. These representatives debated the issues of the rights of colonists as a united group. For the first time in history, the 13 colonies were working as a group, and not as individual colonists. Patrick Henry, a delegate from Virginia stated "I am not a Virginian, I am an American".

The First Continental Congress passed resolutions stating that the British Parliament did not have the right to pass laws in the colonies, and only had the right to regulate trade between the colonies and Great Britain. They further resolved that by December of the same year they would cease importing any goods from Great Britain, and that by September of the following year, they would cease exporting any goods to Great to Great Britain.

The Olive Branch Petition

In May of 1775 **The Second Continental Congress** met to discuss the ongoing problems between Great Britain and the Colonies. A small group of radicals, lead by John Adams felt that war with Great Britain was inevitable. However, in an effort to avoid war, they passed a resolution known as the Olive Branch Petition.

This petition was sent to King George III, and addressed the wrongs that had been perpetrated against the colonies. They asked King George III to correct these wrongs, and to repair unfair trading practices which favored Great Britain. They reaffirmed that they did not desire to go to war, and that they were not seeking to become independent.

King George III refused to even read the petition, and declared that the colonies had come out in open rebellion against the crown, and against Great Britain.

John Witherspoon

1723-1794

Representing New Jersey at the Continental Congress



by Ole Erekson, Engraver, c1876, Library of Congress

Born: February 5, 1723

Birthplace: Gifford, Scotland

Education: Master of Arts, University of Edinburgh; Doctorate of Divinity, University of St. Andrews.
(Clergyman, Author, Educator)

Work: President of College of New Jersey, 1768-1792; Delegate to the Continental Congress, 1776-1782; Twice elected to State Legislature of New Jersey.

Died: November 15, 1794

John Witherspoon brought some impressive credentials and a measure of public acclaim with him when he joined the colonies in 1768, as president of the College of New Jersey (now Princeton).

Born in 1723, he received the finest education available to a bright young gentleman of that era. John attended the preparatory school in Haddington Scotland. He proceeded to Edinburgh where he attained a Master of Arts, then to four years of divinity school. At this point he was twenty. In 1743 he became a

Addendum 5

Presbyterian Minister at a parish in Beith, where he married, authored three noted works on theology. He was later awarded a Doctorate of Divinity from the University of St. Andrews, in recognition of his theological skills. It was only through a protracted effort on the part of several eminent Americans, including Richard Stockton and Benjamin Rush, that the colonies were able to acquire his service. In colonial America, the best educated men were often found in the clergy. The College of New Jersey needed a first rate scholar to serve as its first president. Witherspoon was at first unable to accept the offer, due to his wife's great fear of crossing the sea. She later had second thoughts, and a visit from the charming Dr. Rush secured the deal. He emigrated to New Jersey in 1768.

Dr. Witherspoon enjoyed great success at the College of New Jersey. He turned it into a very successful institution, and was a very popular man as a result. He also wrote frequent essays on subjects of interest to the colonies. While he at first abstained from political concerns, he came to support the revolutionary cause, accepting appointment to the committees of correspondence and safety in early 1776. Later that year he was elected to the Continental Congress in time to vote for R. H. Lee's Resolution for Independence. He voted in favor, and shortly after voted for the Declaration of Independence. He made a notable comment on that occasion; in reply to another member who argued that the country was not yet ripe for such a declaration, that in his opinion it "was not only ripe for the measure, but in danger of rotting for the want of it." Witherspoon was a very active member of congress, serving on more than a hundred committees through his tenure and debating frequently on the floor.

In November, 1776, he shut down and then evacuated the College of New Jersey at the approach of British forces. The British occupied the area and did much damage to the college, nearly destroyed it. Following the war, Witherspoon devoted his life to rebuilding the College. He also served twice in the state legislature. In the last years of life he suffered injuries, first to one eye then the other, becoming totally blind two years before his death. He died on his farm, "Tusculum," just outside of Princeton in November of 1794, a man much honored and beloved by his adopted countrymen.

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Richard Stockton

1730-1781

Representing New Jersey at the Continental Congress



by Ole Erikson, Engraver, c1876, Library of Congress

Born: October 1, 1730

Birthplace: Near Princeton, N.J.

Education: West Nottingham Academy, Graduate of College of New Jersey. (Lawyer)

Work: Justice of the Supreme Court of New Jersey, 1774; Elected to Continental Congress, 1776

Died: February 28, 1781

Richard Stockton was born near Princeton, on October 1, 1730. He attended the West Nottingham Academy under Dr. Samuel Finley, and then earned his degree at the College of New Jersey (Now Princeton) in 1748. He studied law with David Ogden of Newark. Stockton became an eminent Lawyer with one of the largest practices in the colonies. He was not much concerned with politics, but applied his talents and person to the revolutionary cause when the day came. He was appointed to the royal council of New Jersey in 1765 and remained a member until the government was reformed. He was a moderate with regard to Colonial autonomy. He argued that the colonies should be represented in the Parliament. With the passage of the Stamp Act, such arguments were overcome by colonial backlash. In

Addendum 6

1774 he was appointed Justice of the Supreme Court of New Jersey. In 1776, the New Jersey delegates to the Congress were holding out against Independence. When news of this reached the constituents, New Jersey elected Richard Stockton and Dr. Witherspoon to replace two of the five New Jersey delegates. They were sent with instructions to vote for Independence. Accounts indicate that, despite clear instruction, Justice Stockton wished to hear the arguments on either side of the issue. Once he was satisfied, the New Jersey delegates voted for Independence.

Stockton was appointed to committees supporting the war effort. He was dispatched on a fact finding tour to the northern army. New Jersey was overrun by the British in November of '76, when he was returning from the mission. He managed to move his family to safety, but was captured and imprisoned by the British. He was not released until several years later, badly treated and in very poor condition. He lost all of his extensive library, writings, and all of his property during the British invasion. He died a pauper in Princeton at the age of 51.

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Francis Hopkinson

1737-1791

Representing New Jersey at the Continental Congress



by Ole Erekson, Engraver, c1876, Library of Congress

Born: September 21, 1737

Birthplace: Philadelphia, Pennsylvania

Education: Graduate of the College of Philadelphia (Lawyer, Judge, Author)

Work: Delegate to the Continental Congress, 1776; Judge of admiralty for Pennsylvania, 1780;
Appointed Judge to the US Court for the District of Pennsylvania, 1790

Died: May 9, 1791

Francis Hopkinson was a man of extraordinary talent and charm. Born into a family of substance in Philadelphia, he was the first scholar and first Graduate of the College of Philadelphia, which his father, along with good friend Benjamin Franklin, played a role in chartering. He studied Law in the office of Benjamin Chew (later, Chief Justice of Pennsylvania) and then continued his education in England, two years study with the Bishop of Worcester. He was a writer of music, poetry and satire. His notable works include "A Pretty Story," a skeptical examination of the relationship between Great Britain and the colonies, and "Battle of the Kegs," a satiric taunting of the British. Hopkinson claimed credit for

Addendum 7

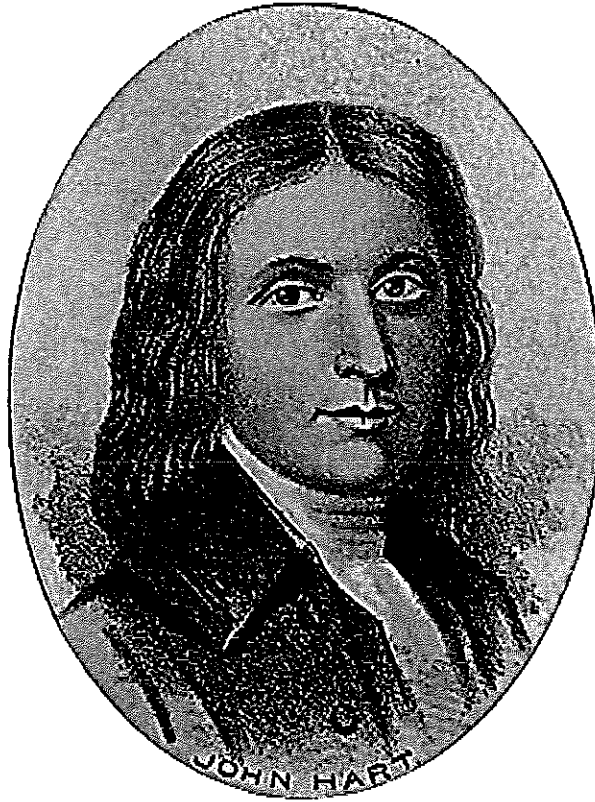
designing the American flag, but the evidence for his claim is not clear. Hopkinson was elected a delegate to the Continental Congress in 1776, where he signed the Declaration. After the War he was an active advocate, in speaking and in writing, for the New Federal constitution. He was commissioned a Judge of Admiralty in Pennsylvania in 1780, and Washington appointed him Federal District Judge for his native state in 1790. He died very suddenly of a massive epileptic seizure in 1791, at the still young age of 53.

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John Hart

1711-1779

Representing New Jersey at the Continental Congress



by Ole Erikson, Engraver, c1876, Library of Congress

Born: 1713

Birthplace: Hopewell, New Jersey

Education: (Farmer)

Work: Member of the New Jersey Assembly, 1761-1771; Served on the Committee of Safety, Committee of Correspondence, 1775; Judge of the Court of Common Pleas, Member of Provincial Assembly 1775; Elected to the Continental Congress, 1776.

Died: May 11, 1779

John Hart was a New Jersey farmer. His exact date of birth is not known. His father had moved from Connecticut to a farm near Hopewell New Jersey. He helped to build, and later inherited that very successful farm and was a leading member of his community. His first public service was a justice of the peace. In 1761 he was elected the New Jersey Assembly, there annually reelected until the assembly was dissolved in 1771. In 1775 he was appointed to the local Committee of Safety, the Committee of Correspondence, and a judge to the Court of Common Pleas. He was elected to the newly formed

Addendum 8

Provincial Congress of New Jersey in 1776, and sent as a delegate for New Jersey to the Continental Congress that year. Hart's property was looted in the course of the war. His Wife died on October 8, 1776. When the area was overrun by the British in November of that year, he was forced to hide for a time. He was engaged in public service throughout the war, twice reelected to the Congress and also serving the Committee of Safety and as Speaker of the New Jersey assembly. On June 22nd 1778 he invited the American army to encamp on his farm. Washington had lunch with him, and then had his famous Council of War at the nearby Hunt House. Twelve thousand men camped on his fields-during the growing season. After resting and preparing for battle the troops left on the 24th. On Tuesday, May 11th 1779, he died at the age of 66.

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Abraham Clark

1725-1794

Representing New Jersey at the Continental Congress



by Ole Erikson, Engraver, c1876, Library of Congress

Born: February 15, 1725

Birthplace: Elizabethtown, New Jersey

Education: Self-taught, Surveying, Law (Surveyor, Lawyer, Sheriff)

Work: Land attorney; High Sheriff of Essex County, NJ.; Member of New Jersey Provincial Congress; Elected to the Continental Congress, 1776 ~1784.

Died: September 15, 1794

Abraham Clark was born into the life of a farmer at what is now Elizabeth, New Jersey. His father saw an aptitude for mathematics and felt that he was too frail for the farm life and so young Abraham was tutored in mathematics and surveying. He continued his own study of the Law while working as a surveyor. He later practiced as an attorney and in this role is said to have been quite popular because of his habit of serving poor farmers in the community in cases dealing with title disputes. In succeeding years he served as the clerk of the Provincial Assembly, High Sheriff of Essex (now divided into Essex and Union) County. Elected to the Provincial Congress in 1775, he then represented New Jersey at the

Addendum 9

Second Continental Congress in 1776, where he signed the Declaration of Independence. He served in the congress through the Revolutionary War as a member of the committee of Public Safety. He retired and was unable to attend the Federal Constitutional Convention in 1787, however he is said to have been active in community politics until his death in 1794. Clark Township, New Jersey, is named in his honor.

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Addendum 10

Name _____ Date _____

Write a brief summary of one of the New Jersey signers of the Declaration of Independence. Be sure to include where he was from, why he wanted to sign the Declaration, and what happened to him.

[illegible]

Addendum 11

List three events that led to the drafting of the Declaration of Independence.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]
```

A vertical flowchart consisting of three empty rectangular boxes stacked vertically. The first box is at the top, followed by a downward-pointing arrow, then the second box. Another downward-pointing arrow follows, leading to the third box at the bottom. This structure is intended for a student to list three events that led to the drafting of the Declaration of Independence.

Addendum 11

List three events that led to the drafting of the Declaration of Independence.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]
```

A vertical flowchart consisting of three empty rectangular boxes stacked vertically. The first box is at the top, followed by a downward-pointing arrow, then the second box. Another downward-pointing arrow follows, leading to the third box at the bottom. This structure is intended for a student to list three events in chronological order.

The Battle of Princeton

Battle: Princeton

War: American Revolutionary War

Date: 3rd January 1777



The British 17th Regiment under Colonel Mawhood attacking the Americans at Princeton

Place: Princeton in New Jersey, USA

Combatants: Americans against the British

Generals: General George Washington against Major General Lord Cornwallis

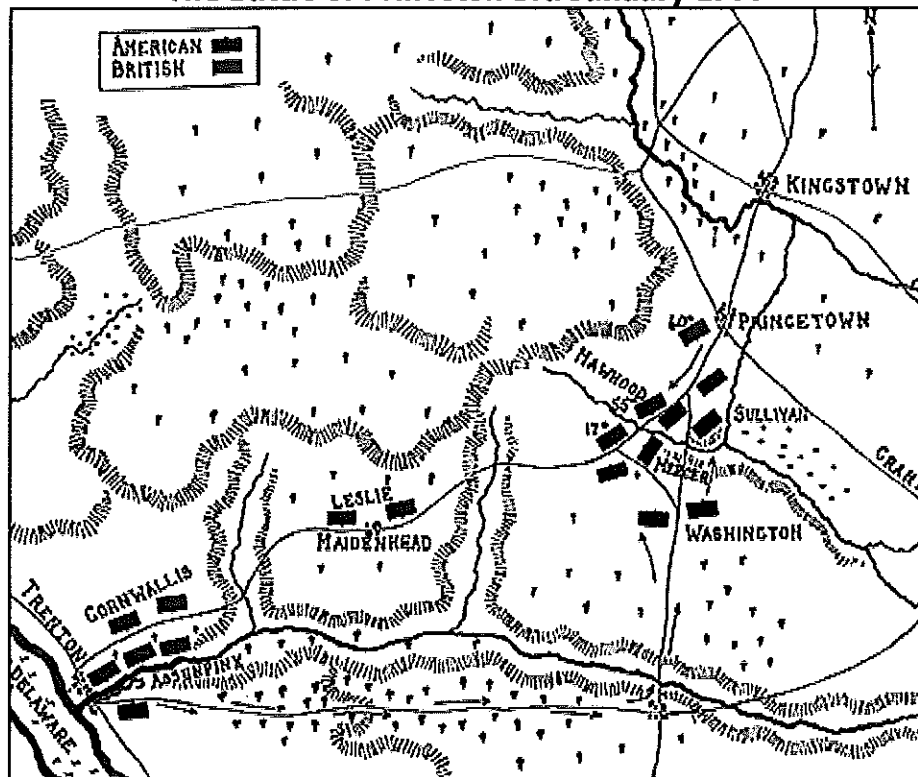
Size of the armies: 7,000 Americans against 8,000 British and Hessians although only 1,200 British troops were principally engaged.

Uniforms, arms and equipment:

The British wore red coats and headgear of bearskin caps, leather caps or tricorne hats depending on whether the troops were grenadiers, light infantry or battalion company men. The two regiments of light dragoons serving in America, the 16th and 17th, wore red coats and leather crested helmets. The German infantry wore blue coats and retained the Prussian style grenadier mitre with brass front plate. The Americans dressed as best they could. Increasingly as the war progressed regular infantry regiments of the Continental Army wore blue uniform coats but the militia continued in rough clothing. Both sides were armed with muskets and guns. The Pennsylvania

regiments carried long, small calibre, rifled weapons.

The Battle of Princeton 3rd January 1777



Account:

Following the surprise of the Hessians under Colonel Rall at Trenton on 26th December 1776, General Washington withdrew to the west bank of the Delaware River. He intended to return within a few days and attempt a recovery of New Jersey from the British. Meanwhile, hearing of the Trenton success, Brigadier Cadwalader crossed the river to the east bank where he found his force to be unsupported..

Between 29th and 31st December 1776 Washington brought his troops back across the river into Trenton. He there received information that Lord Cornwallis and Major General Grant were at Princeton with 8,000 British troops and artillery and about to advance upon him. Washington force numbered 1,500 soldiers. Cadwalader was south of Trenton with 2,100 men, while at Bordenton General Mifflin waited with 1,600 Pennsylvania militia.

Washington faced the curious crisis that arose on several occasions during the war, that many of his soldiers were about to become "time expired". That is their period of enlistment lapsed at midnight on 31st December 1776. With some frantic bargaining many of these men were persuaded to stay for a further six weeks.

Washington's army could be categorized as either recently embodied militia, well dressed and fed, but almost devoid of training or experience, or Continentals, experienced and hardy, but almost destitute and exhausted.



British Grenadiers



General Washington leads the attack at the Battle of Princeton

On 2nd January 1777 Cornwallis advanced with his British troops from Princeton towards Trenton, leaving Lieutenant Colonel Mawhood with the 40th, 17th and 55th Foot at Princeton and General Leslie with the 2nd Brigade at Maidenhead on the Trenton road. Cornwallis continued with 5,500 troops and 28 guns up to the size of 12 pounder.

In position to the South West of Maidenhead on the Trenton road were Fermoy's brigade, Colonel Hand's Pennsylvania riflemen, a German battalion, Scott's Virginia Continentals and two guns.

The weather was wet and the roads muddy. Cornwallis advanced, driving the American force back to Trenton. Resisting strongly the American troops were forced back through the town to their positions on the south bank of the Assunpink. Attempts were made that evening by the British to cross the creek and force the American lines, but in the face of stiff resistance were postponed to the morning.

Following a council of war Washington resolved to move before his army was attacked and overwhelmed the next day. In the middle of the night the Americans left fires burning and marched off to the East and then to the North towards Princeton.

Light infantry led the column followed by Brigadier Mercer's brigade. The road was a new one and led through dense woods curving over the river and to the North. As the troops marched a cold wind set in, freezing the muddy roads and aiding movement.

As the Americans approached the Princeton road a rumor passed along the column that the Hessians were attacking. Some of the inexperienced militia turned and fled south. Soon afterwards the column split, with Mercer's and Cadwalader's men turning west towards Trenton in case Cornwallis's regiments came up, the rest continuing towards



A British Grenadier

Addendum 12

Princeton.

At dawn that day a British force had set out from Princeton to march to Maidenhead and join General Leslie, comprising the 17th Foot, the 55th Foot and a troop of the 16th Light Dragoons, all commanded by Lieutenant Colonel Mawhood. In the early morning mist the British mistook Mercer's Americans for Hessians and then for a small party of Americans they assumed must be fleeing from Cornwallis. Realizing his error Mawhood attempted to position his force in an orchard and a fierce fight developed around the orchard against the Americans that had already occupied it. Each side brought two cannon into action.

After an exchange of volleys Mawhood ordered his men to charge and the Americans, largely lacking bayonets, fell back. Mercer attempted to rally his brigade but was struck down and mortally wounded with a number of his officers.



The death of General Mercer at the Battle of Princeton

Seeing Cadwalader's men coming up Mawhood fell back to the support of his guns and with their discharges of grape shot dispersed the advancing Americans.

General Washington rode up and attempted to rally the survivors of the two brigades, but without success. That is until support arrived from Sullivan's division: Rhode Island Continentals, Pennsylvania Riflemen and the 7th Virginia Continentals. The Americans renewed the attack on Mawhood's hard pressed troops.

The two guns that had accompanied Mercer had not retreated and were still in action. The new assault came up and the fire on the British foot was redoubled. Assailed by overwhelming numbers Mawhood ordered his men to charge and the 17th and 55th Foot broke through with the bayonet and, covered by the light dragoons, fought their way down the road towards Maidenhead.

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Some of the 55th fell back in the other direction, towards Princeton where they joined the 40th. Most of these two regiments hurried away north towards New Brunswick, but a number of soldiers took refuge in the Nassau Hall in Princeton where they later surrendered to Captain Alexander Hamilton; 194 in number.

Washington pursued Mawhood down the Trenton road until he found himself confronted by the returning troops of Cornwallis's main force. Washington turned and marched hurriedly for Princeton, leaving the two British guns that had been taken on the field. Cornwallis's advance was swift and the Americans were forced to march on from Princeton without securing the extensive supplies the British had stored in the town. The American army marched up the New Brunswick road, but turned off to Morristown. The British continued to New Brunswick, now their only position in New Jersey.

Casualties:

Casualties were not heavy. The British lost only 40 dead, 58 wounded and 187 missing. The Americans lost a number of able officers: General Mercer, Colonel Haslet and several others. They also lost 40 soldiers killed and wounded.

www.britishbattles.com

The Battle of Monmouth 1778

War: American Revolutionary War

Date: 28th June 1778.

Place: New Jersey.

Combatants: The army of British and German troops against American Continental troops and militia.



General Washington rallying Lee's retreating regiments

Generals: Lieutenant General Sir Henry Clinton, Major General Earl Cornwallis and Major General Knyphausen against General George Washington and Major General Charles Lee.

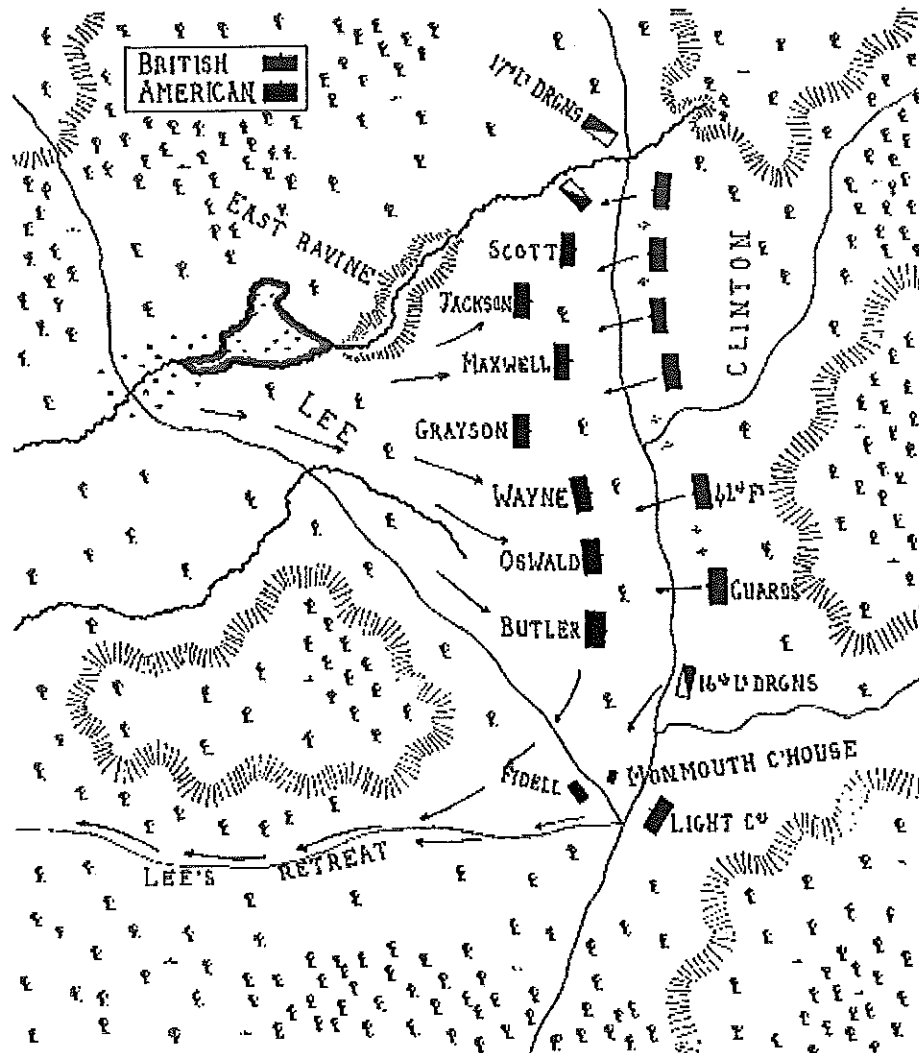
Size of the armies: 10,000 British troops against 11,000 Americans.

Uniforms, arms and equipment: The British wore red coats and headgear of bearskin caps, leather caps or tricorne hats depending on whether the troops were grenadiers, light infantry or battalion company men. The two regiments of light dragoons serving in the army, the 16th and 17th, wore red coats and leather crested helmets. The German infantry wore blue coats and retained the Prussian style grenadier mitre with brass front plate.

The Americans dressed as best they could. Increasingly as the war progressed regular infantry regiments of the Continental Army wore blue uniform coats but the militia

continued in rough clothing. Both sides were armed with muskets and guns. Many of the American militia, particularly the Pennsylvanians carried long, small calibre, rifled weapons.

Winner: The battle is generally taken as a draw.



Battle of Monmouth : General Lee's unsuccessful attack leading to his retreat

Account:

General George Washington and his army spent the winter of 1777/8 at Valley Forge in considerably straightened circumstances. As the winter wore on the supply situation was brought under control and something approaching a proper issue of equipment and rations was made to the troops. Memorably the Prussian officer General Steuben trained the American regiments in a form of European battle drill, devised and adapted to suit American troops.

The British army spent the winter in Philadelphia. Lieutenant General Howe returned to England, relieved of his appointment in command in America at his own request, to be

replaced by General Clinton. Clinton arrived with orders to evacuate Philadelphia and concentrate the British forces at New York.

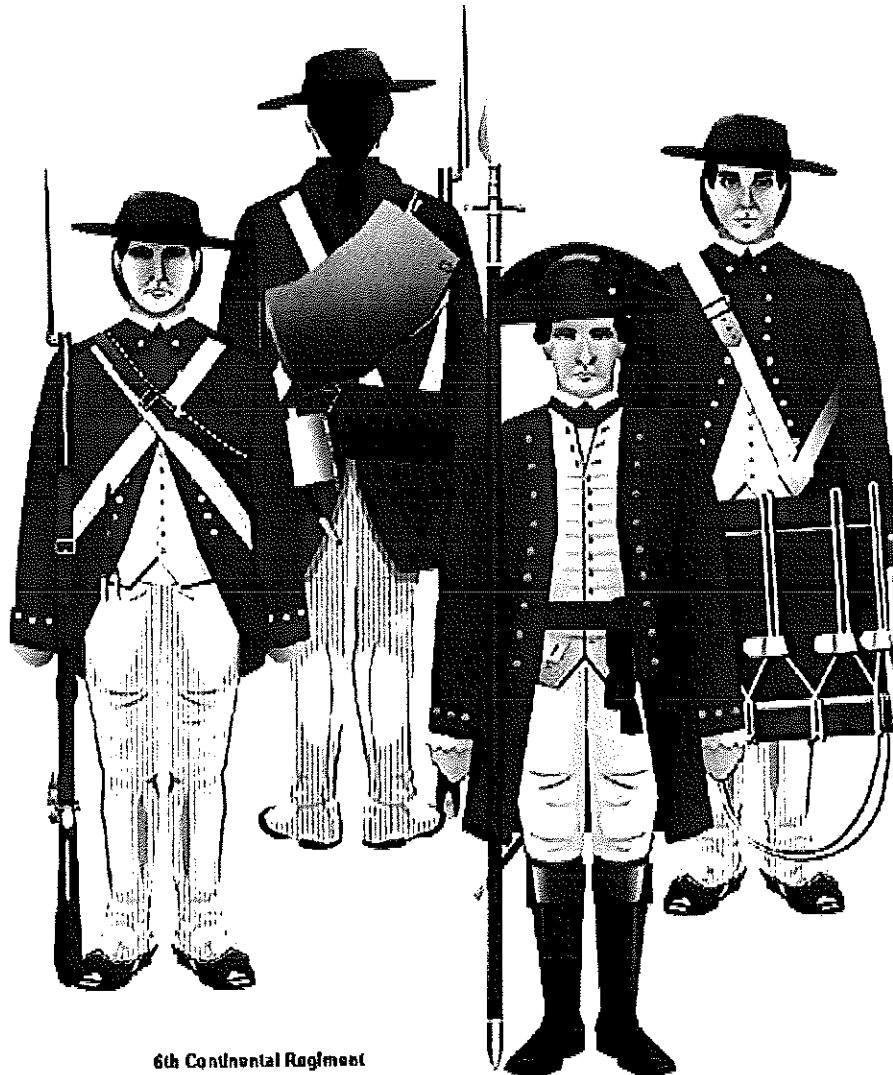
On 18th June 1778 the British army with artillery, supplies and the Loyalist populace of the city left Philadelphia and began the laborious march to the North-East.



Molly Pitcher loading her husband's cannon during the Battle of Monmouth

General Washington marched east from Valley Forge seeking to intercept the slow moving British column. He did so at Monmouth Courthouse.

Clinton had originally intended to march to New York. The first week convinced him that his army with its train was too cumbersome to make the journey by land and it was reported that General Gates was moving from the Hudson River valley with his army to block the British retreat. Clinton decided to divert to the coast and take ship. At Allentown the British and German force branched off the main route towards Monmouth to head north east.

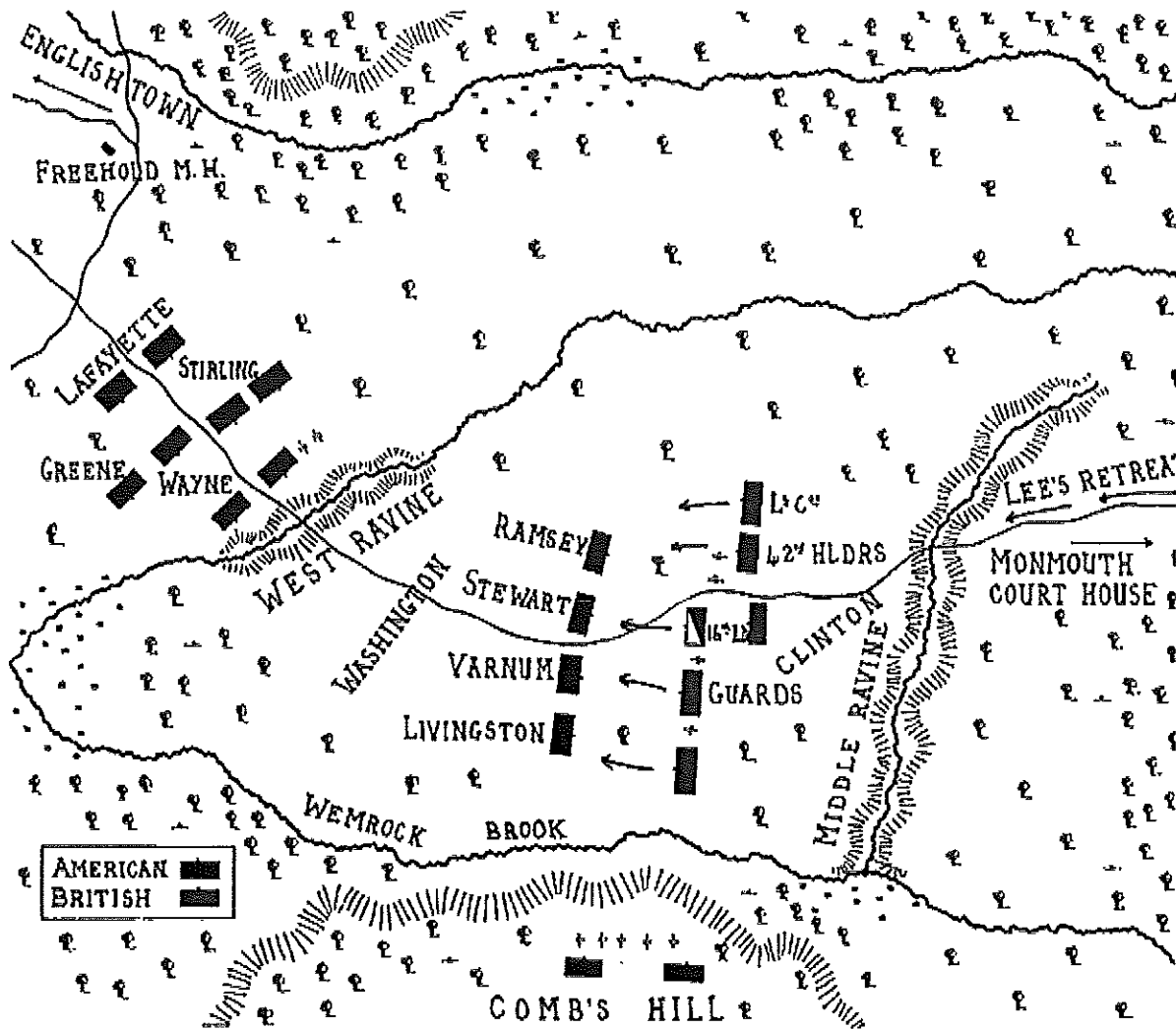


6th Continental Regiment

General Washington hurried his army forward to. An advanced force of some 4,000 troops was allocated to attack the marching British Army and cut it in half. Washington offered the command of this assault to Major General Charles Lee. Initially Lee refused the appointment, lacking confidence in the success of the plan. When the force was increased in size to 5,000 men and given to the Marquis de Lafayette, Lee changed his mind and insisted on the command. Lee had the task of attacking the British column in the flank and delaying it so that the main American army could come up and give battle.

The weather was unsettled, high day-time temperatures giving way to heavy rainstorms.

Clinton suspected that Washington would attack him in strength and ordered Knyphausen to begin his march up the Middletown road to the North at 4am on 28th June 1778. Warned by Dickinson and his New Jersey militia that the British army was on the move, Washington ordered Lee to attack and bring the British withdrawal to a halt until he could bring up the main strength of the American army along the Monmouth Road.



Battle of Monmouth : General Washington rallies Lee's regiments and resists the British attack

Lee lay to the west of the Middletown road and should have delivered a coordinated attack on the slow moving column. Properly planned this could have halted the British withdrawal to the north east and enabled the main American army under Washington to attack from the rear. It seems that Lee gave no proper orders to his commanders and permitted them to commit their troops as they saw fit. Skirmishes with parties of British troops took place as Lee's force moved tentatively forward towards the Middletown Road. Confused fighting broke out with Clinton's rearguard, largely composed of British regiments. Finally Lee ordered his troops to retreat on the main American army. As he withdrew down the road, Clinton launched his troops in pursuit.

General Washington, bringing the main American army along the Monmouth road, encountered, not the rear of the British column, but Lee's regiments, retreating in considerable disorder with the British advancing behind them.



Memorably this is the one occasion Washington is said to have sworn. He deployed a consignment of oaths directed at Lee, to the admiration of those listening, before ordering Lee to the rear. Washington then galloped forward and began the task of rallying Lee's disordered troops.

Washington ordered General Wayne with the last of Lee's regiments, Stewart's 13th Pennsylvania and Ramsay's 3rd Maryland, to form to the North of the road and hold the British advance. These regiments resisted strongly but were driven back by the British 16th Light Dragoons. Their stand gave Washington the time to form the rest of the American army, with artillery on Comb's Hill to the South of the road enfilading the attacking British foot. Fierce fighting took place as the British attempted to drive back the American line. This was the first test of Steuben's re-trained American Continental Foot regiments and they withstood the trial well. As the evening wore on the British troops fell back and returned to their journey north, leaving the Americans on the field.

Casualties:

The British suffered some 300 casualties and the Americans 350. Up to 100 men are thought to have died of heatstroke during the battle.



Major General Charles Lee

During the march from Philadelphia Clinton's army lost around 550 deserters, of whom 450 were from the Hessian regiments. This is a striking figure. In the course of a few days Clinton lost the equivalent of a battalion. Many of these men will have joined American regiments.

Follow-up:

Clinton continued the march to Sandy Hook where his army was embarked and carried by the Royal Navy to New York. The operation to retake Pennsylvania and New Jersey ended, leaving British fortunes at a low ebb.

Regimental anecdotes and traditions:

Major General Charles Lee demanded and received trial by court martial for his performance at the battle. He was convicted and sentenced to one year's suspension from duty. Fortescue, the historian of the British Army, seems convinced that Lee's conduct arose from treacherous motives.



Some US authorities categorize Lee as a traitor. Lee is a strange and interesting character. He first arrived in America as a captain in Halkett's 44th Regiment, taking part in Braddock's disastrous march to the Ohio River during 1755. Lee continued to serve during the French and Indian War. He was given the nickname of "Boiling Water" by the Iroquois due to his temper. He was also the subject of an assassination attempt by members of his

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regiment.

After the war he left the British Army and joined the Polish Army, apparently rising to the rank of General. Unable to obtain senior rank in the British Army, Lee returned to America and joined the American Army, achieving his ambition of senior command. It seems more likely that Lee's flawed character caused his command failings rather than deliberate treachery.

During the battle Molly Pitcher, the wife of an American gunner officer, is said to have taken over the firing of her husband's cannon, when the crew became casualties.

www.britishbattles.com

The Battle of Trenton

Battle: Trenton

War: American Revolution

Date: 25th December 1776

Place: Trenton, New Jersey on the Delaware River

Combatants: Americans against Hessians and British troops

Generals: General George Washington against Colonel Rahl.

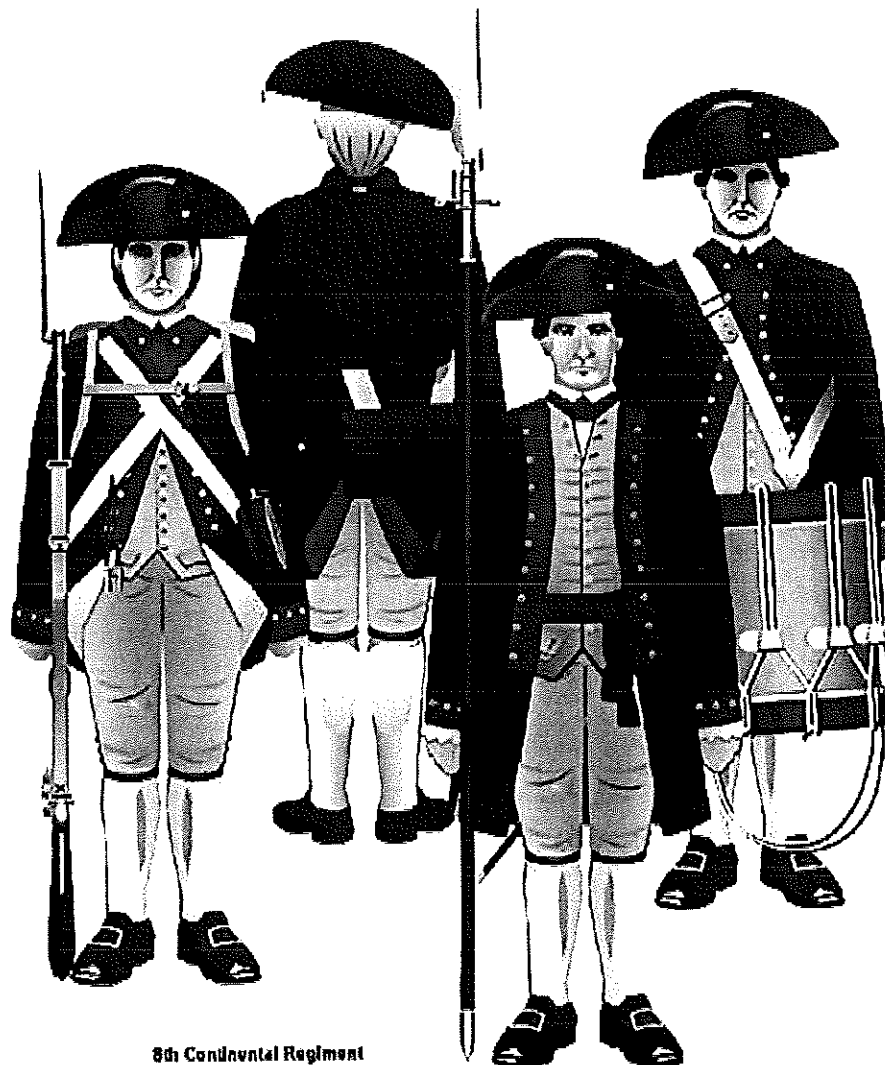


General George Washington crossing the Delaware at the Battle of Trenton on Christmas night 1776 by Emmanuel Leutze

Size of the armies:

2,400 American troops with 18 guns. 1,400 Hessians with 6 light guns.

Uniforms, arms and equipment: The British 16th Light Dragoons wore red coats and leather crested helmets. The German infantry wore blue coats and retained the Prussian style grenadier mitre with brass front plate. The Americans dressed as best they could. Increasingly as the war progressed regular infantry regiments of the Continental Army wore blue uniform coats but the militia continued in rough clothing. Both sides were armed with muskets and guns. The Pennsylvania regiments carried long, small calibre, rifled weapons.



8th Continental Regiment

The US 8th Continental Regiment - fought in the siege of Boston, Lake Champlain, Trenton, Princeton, Saratoga, Monmouth and Yorktown

Winner: The battle was a resounding physical and moral victory for Washington and his American troops.

British Regiments:

Only a troop of 16th Light Dragoons who left the town at the onset of the fighting.

Account:

After being driven out of New York by the British and forced to retreat to the West bank of the Delaware during the late summer of 1776, the American cause was at a low ebb. In the harsh winter Washington was faced with the annual crisis of the expiry of the Continental Army's period of enlistment. He resolved to attack the Hessian position at Trenton on the

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extreme southern end of the overextended British line along the Delaware, before his army dispersed.

Washington's plan was to cross the Delaware at three points with a force commanded by Lt Col Cadwallader with a Rhode Island regiment, some Pennsylvanians, Delaware militia and two guns, a second force under Brigadier Ewing of militia and the third commanded by himself which would cross the river above Trenton and attack the Hessian garrison in the town. Washington had as his subordinates, Major Generals Nathaniel Greene and John Sullivan.

Washington had some 2,400 men from Virginia, Delaware, Pennsylvania, New Hampshire, Massachusetts, Connecticut and New York.

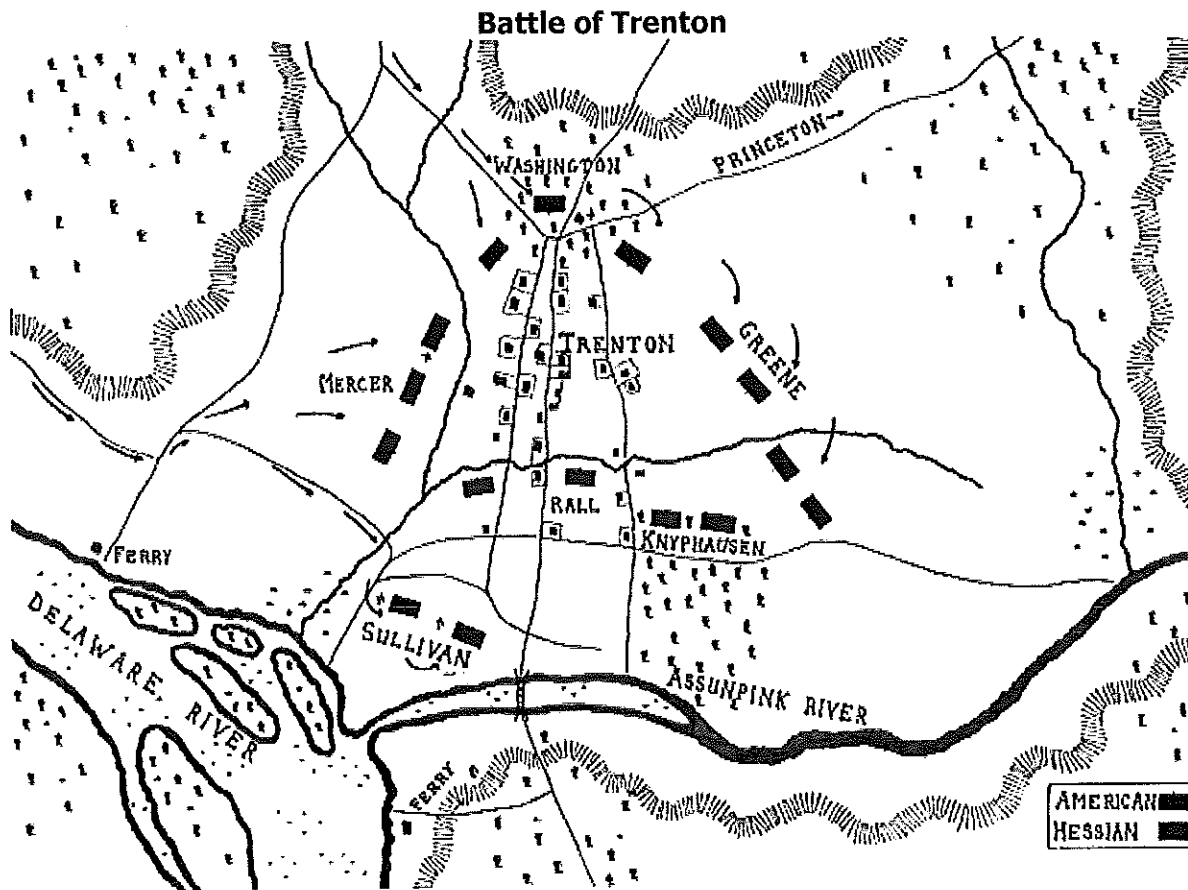
The force paraded in the afternoon and set off for the Delaware where they embarked in a flotilla of the characteristic Delaware river boats.

It was a cold dark night and the river was running with flowing ice. At about 11pm a heavy snow and sleet storm broke. Washington's force did not reach the east bank until around 3am. His soldiers were badly clothed and many did not have shoes.

Washington's men then marched to Trenton, some of the men leaving traces of blood on the snow.

The German garrison comprised the regiments of Rahl, Knyphausen and Lossberg, with Hessian jagers and a troop of the British 16th Light Dragoons.

The Hessian commander Colonel Rahl had been ordered to construct defence works around the town but had not troubled to do so. On the night before the attack Rahl was at dinner when he was brought information that the Americans were approaching. He ignored the message which was found in his pocket after his death.

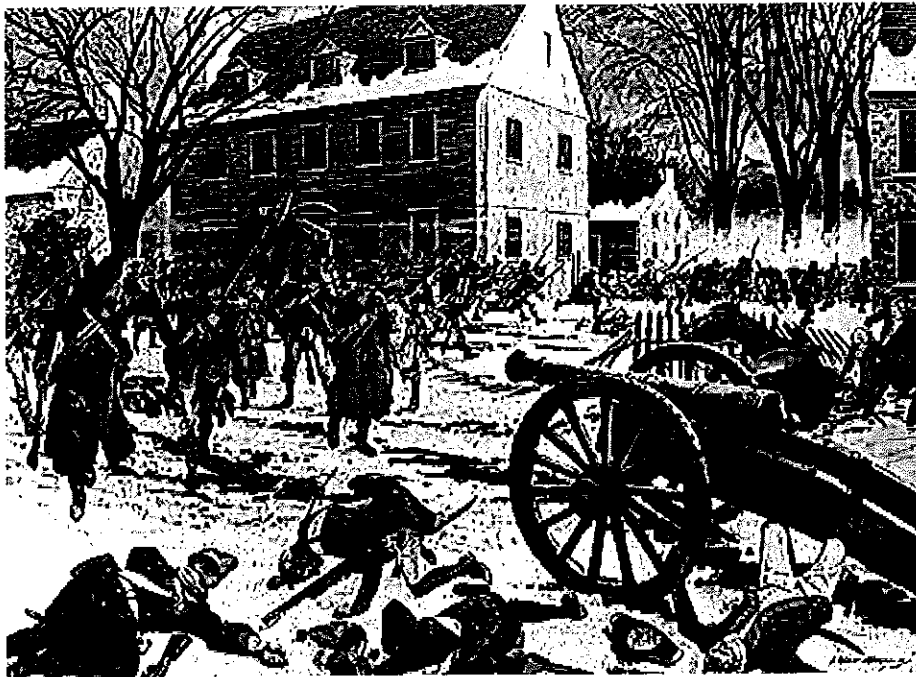


The main American force under Washington entered Trenton from the North-West. Sullivan marched around the town and attacked from the South. The remainder took a position to the North East cutting off the Hessians' retreat.



The surrender to General George Washington of the dying Hessian commander, Colonel Rahl, at the Battle of Trenton

One of the American artillery sections was commanded by Captain Alexander Hamilton. Captain William Washington and Lieutenant James Monroe were wounded in the battle, the only American officer casualties.



Battle in the Streets of Trenton

The Hessians attempted to form in the town but were under artillery fire and attack from front and rear. The Americans occupied the houses and shot down the German gunners and foot soldiers during which Colonel Rahl was fatally wounded. Rahl's troops retreated to an orchard in the South East of the town where they surrendered.

Ewing and Cadwallader failed to make the river crossing and took no part in the attack. Casualties: The Americans suffered 4 wounded casualties. It is said that in addition two American soldiers froze to death. The Hessians suffered 20 killed and around 100 wounded. 1,000 were captured.



General Washington leading the attack at the Battle of Trenton

Follow-up:

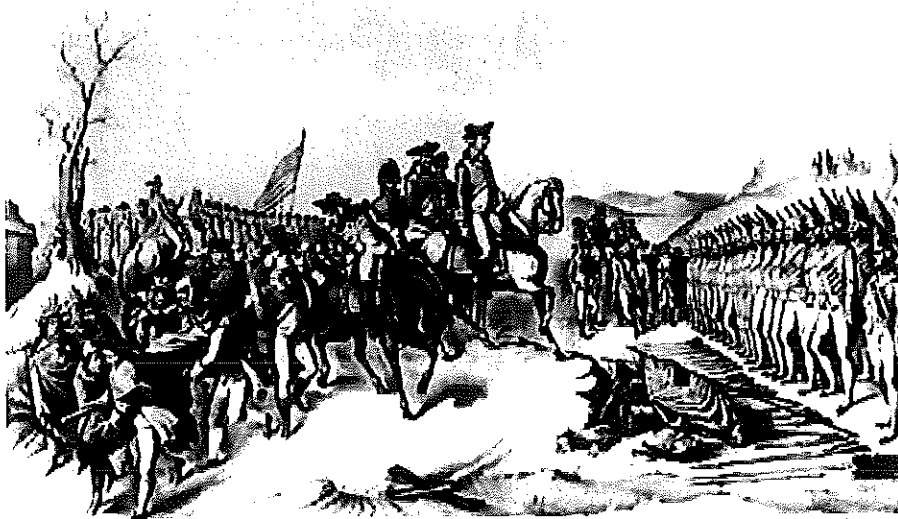
The effect of the battle of Trenton was out of all proportion to the numbers involved and the casualties. The American effort across the colonies was galvanized and the psychological dominance achieved by the British in the preceding year overturned. Howe was stunned that a strong German contingent could be surprised in such a manner and put up so little resistance. Washington's constant problem was to maintain the enthusiasm of his army for the war, particularly with the system of one year recruitment and Trenton proved a much needed encouragement.

Tradition:

- Washington's army crossing the Delaware in the freezing conditions has become an important national image for the United States as can be seen in Emmanuel Leutze's picture.
- Present at the battle were: two other future presidents James Madison and James

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Monroe, the future Chief Justice of the Supreme Court, John Marshall, Aaron Burr and Alexander Hamilton.



General Washington accepts the surrender of Colonel Rahl's Hessian troops.

www.britishbattles.com

The Articles of Confederation

Part 1: The Basic Rights

The American colonies were in the middle of a war when they declared themselves independent from Great Britain. By the end of 1776, just a few short months after the signing of the Declaration of Independence, 10 of the 13 colonies had their own constitutions. Four years later, they all did.

The colonists who wrote these constitutions thought it very important that they have written documents. The British constitution wasn't written down, so British laws could be interpreted any way the judges saw fit. The American colonists wanted the powers of the government to be in writing, so everyone would know what they were.

The colonists also wanted their individual and natural rights protected. They thought that the British government didn't respect what they saw as natural rights (such as "life, liberty, and the pursuit of happiness"). To this end, most state constitutions included a bill of rights to protect these natural and individual rights. This bill of rights included many of the rights guaranteed by the current Bill of Rights, including:

- freedom of speech
- freedom of religion
- freedom of the press
- trial by jury
- search warrant for property searches

These constitutions also restricted the power of government. Fearful of another king, the American colonists wanted a *government* that would serve *them*, not the other way around. One state, Pennsylvania, didn't even have a governor.

Part 2: The Power of the States

This distrust of the power of the government made for very weak colonial governments. And as the war went on, the Americans realized that they needed some form of central government to deal with things like paying soldiers and negotiating with other countries. The result was the Articles of Confederation.

Approved in 1777, the Articles established a Confederation government, which was a fancy way of saying that the central government didn't have a whole lot of power. The national legislature was the Confederation Congress. Each state could send from two to seven delegates, but each state also had only one vote. Even if New York sent seven delegates, they all together had only one vote. (So they had to agree on what they were voting for or against.)

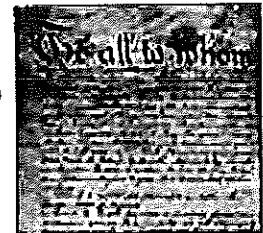
Any important decision had to be approved by 9 of the 13 states. This included laws, treaties, and payment for soldiers. Here is a breakdown of the powers granted and denied the Confederation government:

Powers Granted	Power Denied
declare war and make peace	executive branch
maintain an army and navy	raising taxes
make treaties with other countries	stop states from printing their own money
borrow money	regulate trade with other countries or between states
establish a postal service	court system

Part 3: The First National Government

To us today, viewed through the looking glass of the Constitution, these look like trouble. How can a central government hope to survive if it can't raise taxes or doesn't even have a court system?

But to the American colonists of 1777, this was a giant step forward. They were willing to put some of their trust in the hands of a national government, but they also wanted the power to keep that government in check and even dissolve it, if they thought it was necessary.

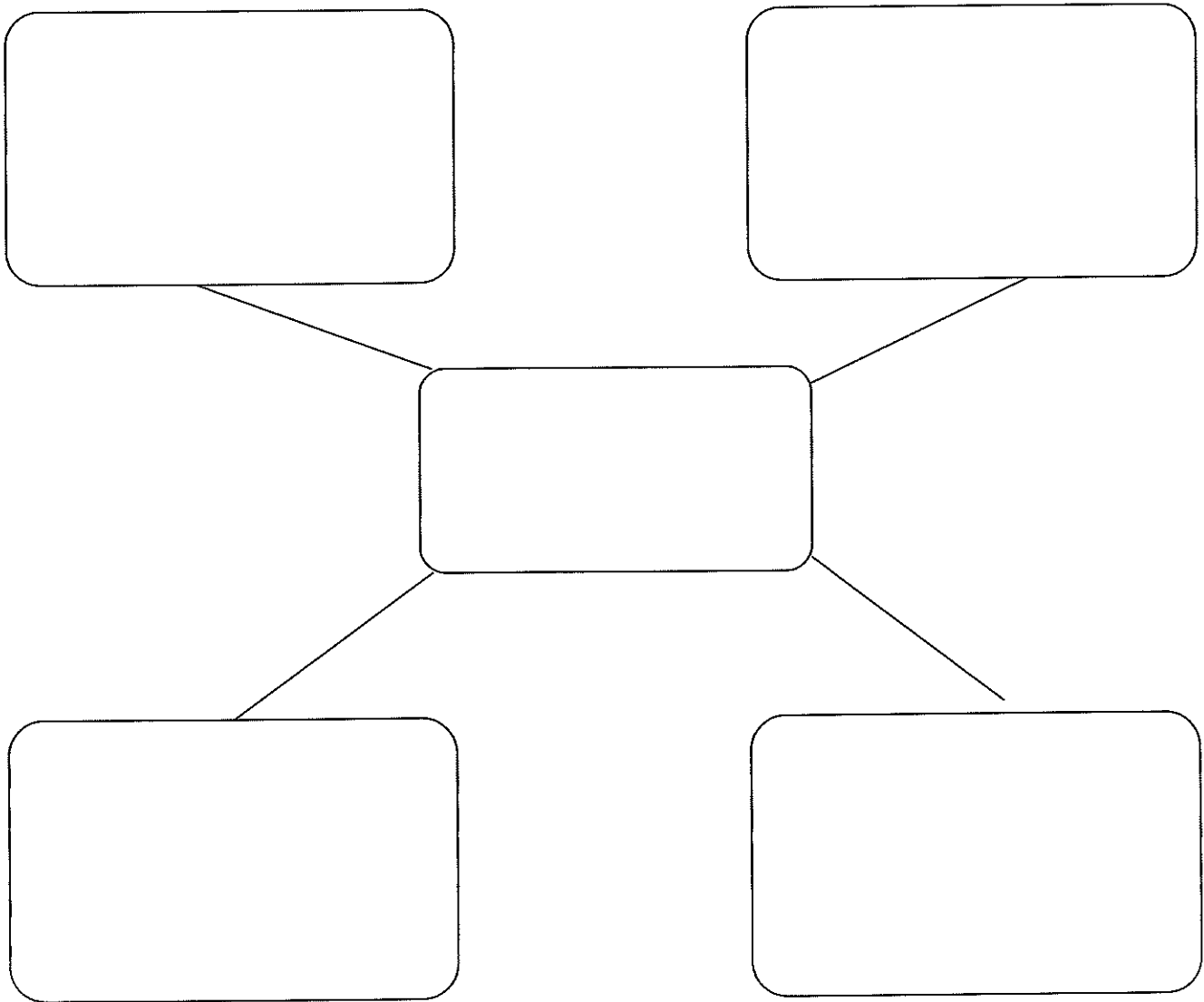


Besides, they were in the middle of a war. It wasn't until 1781 that the Articles of Confederation was finally adopted. By that time, the Revolutionary War was almost over.

Despite what we today think are their glaring weaknesses, the Articles established the first national government for the new nation, the United States of America. In light of the terrible treatment the American people had received so very recently, this new government was a welcome sight indeed.

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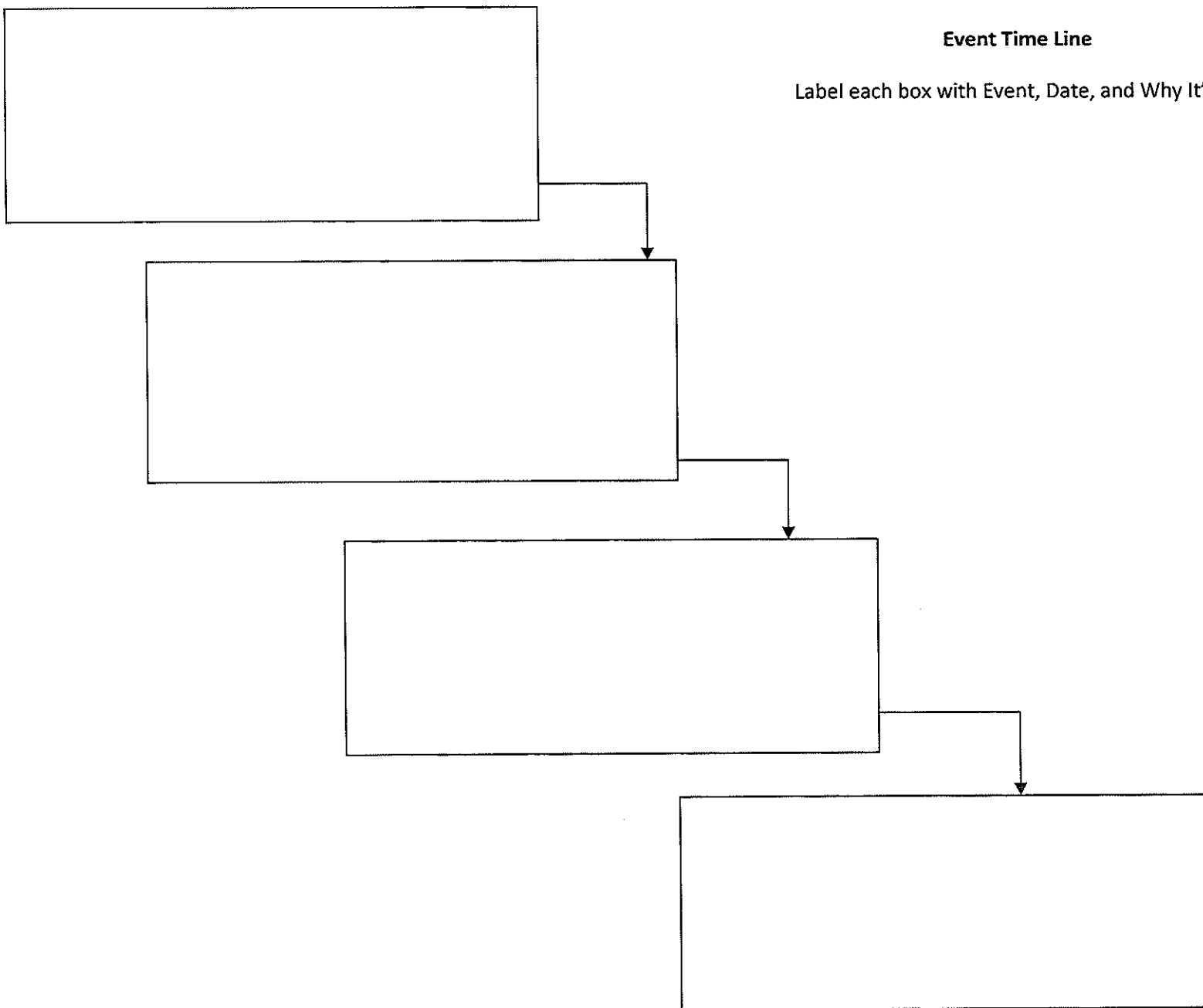
Complete the concept web by adding information about New Jersey's role in the Underground Railroad.

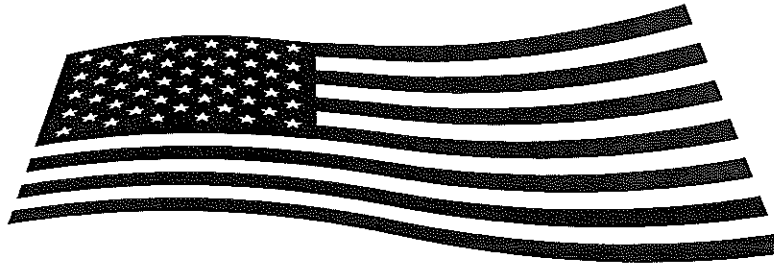


Addendum 17

Event Time Line

Label each box with Event, Date, and Why It's Important





A New Nation-Conflict American Heroes

A biography is simply the story of a life. Biographies analyze and interpret the events in a person's life. They try to find connections, explain the meaning of actions and make arguments about the significance of the person's accomplishments. A biography of a historical person can tell us a lot about the particular time and place they lived in. Your biography should be written in chronological order and focus on accomplishments during the American Revolution or Civil War.

First, find out the basic facts of the person's life. You can use the internet and do additional research at the library to find information that helps you answer the following questions and tell an interesting story. Then, think about what else you would like to know about the person and what parts of the life you want to write most about.

Questions you should include are:

- What makes this person special or interesting?
- What kind of effect did he or she have on the nation? other people?
- What examples from their life illustrate those qualities?
- What events shaped or changed this person's life?
- Did he or she overcome obstacles? Take risks?
- Would the nation be better or worse if this person hadn't lived? How and why?

Make sure your biography has an introduction that draws in the reader, an interesting and informative body and a thoughtful conclusion.

A **bibliography** lists books and/or internet sites used in writing your research paper. It should be included at the end of your paper.

Bibliography Worksheet

BOOK(S)

Author (last name first): _____

Title (underlined): _____

City where the book is published: _____

Publisher: _____

Copyright date: _____

Example:

Athenton, Pike. Fish with Wings. Miami: Marine Press, 1980.

INTERNET:

Author <e-mail address>: _____

"Post title.": _____

Site Title (underlined).: _____

Post date, or last update: _____

Site sponsor: _____

Date accessed: _____

<Electronic address>: _____

Example:

"Barbados: Flying Fish." Barbados Tourism Encyclopedia. Barbados Tourism Authority.
28 July 1999. <http://www.barbados.de/flyingfish.htm>.

Biography Research Organizer:

Research answers to the following questions; include the names of the sources in which you find answers so that you can refer back to them. These sources can include Web sites, books, an encyclopedia, articles and documentaries. As you continue to research, you may think of new questions. Just add these to the list.

Biography Subject: _____

Question 1: What makes this person special or interesting?

Source: _____

Question 2: What kind of effect did he or she have on the nation? other people?

Source: _____

Question 3: What examples from their life illustrate those qualities?

Source: _____

Question 4: What events shaped or changed this person's life?

Source: _____

Question 5: Did he or she overcome obstacles? Take risks?

Source: _____

Question 6: Would the nation be better or worse if this person hadn't lived? How and why?

Source: _____

Additional Question: _____

Source: _____

Name_____

Date_____



Grade 4 – American Heroes - Project Rubric

		3	2	1
Report Content/Ideas	<i>Report includes:</i> <ul style="list-style-type: none"> Strong and engaging lead and conclusion (quote, question, etc.) What makes the person special/interesting What kind of effect he or she had on the nation Examples from their life Events that shaped or changed their life Obstacles overcome or risks taken Reasons the nation is either better or worse – how and why Events in chronological order Bibliography included Contains pictures 	<i>Report includes:</i> <ul style="list-style-type: none"> Introduction and conclusion What makes the person special/interesting What kind of effect he or she had on the nation Examples from their life Events that shaped or changed their life Obstacles overcome or risks taken Reasons the nation is either better or worse – how and why Events in chronological order Bibliography included 	<i>Report includes:</i> <ul style="list-style-type: none"> Introduction and conclusion What makes the person special/interesting What kind of effect he or she had on the nation Examples from their life Events that shaped or changed their life Obstacles overcome or risks taken Nation better or worse – how and why Events in chronological order Bibliography included <p><i>(missing 2 elements)</i></p>	<i>Report includes:</i> <ul style="list-style-type: none"> Introduction and conclusion What makes the person special/interesting What kind of effect he or she had on the nation Examples from their life Events that shaped or changed their life Obstacles overcome or risks taken Nation better or worse – how and why Events in chronological order Bibliography included <p><i>(missing 3 or more elements)</i></p>
Spelling & Grammar	<ul style="list-style-type: none"> No spelling or grammatical errors in written report 	<ul style="list-style-type: none"> No spelling or grammatical errors in written report. Written in complete sentences 	<ul style="list-style-type: none"> One spelling or grammatical error in written report Some fragmented sentences 	<ul style="list-style-type: none"> Several spelling or grammatical errors in written report Some fragmented sentences
Presentation	<ul style="list-style-type: none"> Presentation was engaging and enthusiastic Presented dressed as the subject of biography Spoke clearly (rate and volume) Showed knowledge about project Made eye-contact 	<ul style="list-style-type: none"> Presentation was engaging Spoke clearly (rate and volume) Showed knowledge about project Made eye contact 	<p><i>Missing 1 of the following elements.</i></p> <ul style="list-style-type: none"> Presentation was engaging Spoke clearly (rate and volume) Showed knowledge about project Made eye contact 	<p><i>Missing 2 or more of the following elements.</i></p> <ul style="list-style-type: none"> <i>Presentation was engaging</i> Spoke clearly (rate and volume) Showed knowledge about project Made eye contact

A New Nation-Conflict – Project Conflict – A Front Page Story



There's big news happening. You are a young journalist living in New Jersey during this time period. Pick a key event that happened in New Jersey and write a newspaper article about it. Keep in mind that during this time, newspapers were the only way to find out about current events! It's your job as a journalist to report all about it.

To do this, you must think about the following:

- **Who** was involved?
- **What** happened?
- **When** did this event take place?
- **Where** did this event take place?
- **Why** is this event important to know?
- **How** has this event changed New Jersey?

Some ideas for a story might be:

- The Greenwich Tea Party
- The arrest of the royal governor of New Jersey (William Franklin) at the governor's house
- The Battle of Trenton
- The Battle of Princeton
- The Battle of Monmouth

1. Before you start writing your article, you must first do some brainstorming. Use the chart below to take notes for your story.

Who was involved?	
What happened?	
When did the event happen?	
Where did this happen?	
Why is this important to know?	
How has this changed New Jersey?	


2. Now turn your notes into a newspaper article. Be sure to

- ☐ Include an interesting headline (title).
- ☐ Write a catchy opening and closing.
- ☐ Write about all the 5Ws and H.
- ☐ Draw a picture with a caption that fits your article.
- ☐ *Optional: Include a map showing where this event happened.*

Review the rubric to make sure your work is the best it can be.

Practice how you will present your article to the class.

by _____

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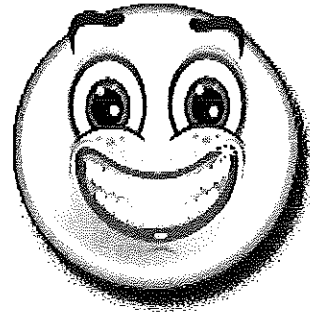
NEWSPAPER TITLE

Headline for Article

by _____

Article Text

Lined area for article text.



Picture with caption

Lined area for caption or additional text.

Name _____

Date _____



Grade 4 – A New Nation-Conflict - Project Rubric

	4	3	2	1
Article Content	<i>Article includes:</i> <ul style="list-style-type: none"> • who was involved • what happened • when this event took place • where this event took place • why this event was important • how has this changed New Jersey • map showing event that happened 	<i>Article includes:</i> <ul style="list-style-type: none"> • who was involved • what happened • when this event took place • where this event took place • why this event was important • how has this changed New Jersey 	<i>Article includes:</i> <ul style="list-style-type: none"> • who was involved • what happened • when this event took place • where this event took place • why this event was important • how has this changed New Jersey (missing 1) 	<i>Article includes:</i> <ul style="list-style-type: none"> • who was involved • what happened • when this event took place • where this event took place • why this event was important • how has this changed New Jersey (missing 2 or more)
Article Format	<i>Article includes:</i> <ul style="list-style-type: none"> • an interesting headline • a catchy opening and closing • a picture with a caption that fits the article • a map showing event that happened 	<i>Article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article 	<i>Article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article (missing 1) 	<i>Article includes:</i> <ul style="list-style-type: none"> • a headline • an opening and closing • a picture with a caption that fits the article (missing 1)
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors. 	<ul style="list-style-type: none"> • No spelling or grammatical errors. 	<ul style="list-style-type: none"> • One spelling or grammatical error. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors.
Presentation	<ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed knowledge project • Made eye-contact. 	<ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed knowledge project • Made eye-contact. 	<i>Missing 1 of the following elements</i> <ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed knowledge project • Made eye-contact. 	<i>Missing 2 or more of the following elements</i> <ul style="list-style-type: none"> • Presentation was engaging. • Spoke clearly (rate and volume). • Showed knowledge project • Made eye-contact.

A New Nation

American Revolution Jeopardy

Create a "Jeopardy" game about the American Revolution. You can work with 2-3 students. Make up 5 categories about this time period (for example: "The French and Indian War", "Taxes", "Continental Congresses", "NJ Battles", and "Historical Documents"). Give 5 answers for each category ranging from easy (\$100/10 pts.) to hard (\$500/50 pts.)

Make sure to create an answer key! This can be created electronically/power point if you prefer.

Team 1 50	Category 1	Category 2	Category 3	Category 4	Category 5
Team 2 30	100	100	100	100	100
Team 3 20	200	200	200	200	200
Team 4 60	300	300	300	300	300
Team 5 80	400	400	400	400	400
	500	500	500	500	500

Name _____

Date _____

Grade 4 – American Revolution Jeopardy – Project Rubric

	4	3	2	1
Storyboard Elements	<i>Jeopardy Game includes:</i> <ul style="list-style-type: none"> • 5 categories (headings) about American Revolution • 5 questions for each category (25 total questions) • Categories ranging from easy (\$100/10pts. to \$500/50pts.) • Answer key for each question (25 total answers) • In-depth questions 	<i>Jeopardy Game includes:</i> <ul style="list-style-type: none"> • 5 categories (headings) about American Revolution • 5 questions for each category (25 total questions) • Categories ranging from easy (\$100/10pts. to \$500/50pts.) • Answer key for each question (25 total answers) 	<i>Jeopardy Game includes:</i> <ul style="list-style-type: none"> • 5 categories (headings) about American Revolution • 5 questions for each category (25 total questions) • Categories ranging from easy (\$100/10pts. to \$500/50pts.) • Answer key for each question (25 total answers) <i>(missing 1)</i> 	<i>Jeopardy Game includes:</i> <ul style="list-style-type: none"> • 5 categories (headings) about American Revolution • 5 questions for each category (25 total questions) • Categories ranging from easy (\$100/10pts. to \$500/50pts.) • Answer key for each question (25 total answers) <i>(missing 2 or more)</i>
Content Clarity	<ul style="list-style-type: none"> • All content is easy to read and no factual errors and in depth questions. All elements are clearly written and labeled. • Excellent use of font and color to enhance presentation 	<ul style="list-style-type: none"> • All content is easy to read and no factual errors. All elements are clearly written and labeled. • Fine use of font and color to enhance presentation 	<ul style="list-style-type: none"> • Content is hard to read and 1 factual errors. Elements are unclearly written and labeled. • 	<ul style="list-style-type: none"> • Content is hard to read and 2 factual errors. Elements are unclearly written and not labeled.
Spelling & Grammar	<ul style="list-style-type: none"> • No spelling or grammatical errors on "Jeopardy" game 	<ul style="list-style-type: none"> • No spelling or grammatical errors on "Jeopardy" game. 	<ul style="list-style-type: none"> • One spelling or grammatical error on "Jeopardy" game. 	<ul style="list-style-type: none"> • Several spelling or grammatical errors on "Jeopardy" game.
Cooperation	<ul style="list-style-type: none"> • Worked cooperatively during class with partner/s all the time with no need for teacher intervention. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s most of the time but had a few problems that the team resolved themselves. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s most of the time, but had one problem that required teacher intervention. 	<ul style="list-style-type: none"> • Worked cooperatively with partner/s some of the time, but had several problems that required teacher intervention.
Presentation	<ul style="list-style-type: none"> • Presentation was well-rehearsed with smooth delivery that holds audience attention • Spoke clearly (rate and volume). • Showed knowledge about project • Made eye-contact. 	<ul style="list-style-type: none"> • Presentation was well-rehearsed that holds audience attention • Spoke clearly (rate and volume). • Showed knowledge about project • Made eye-contact. 	<i>Missing 1 of the following elements:</i> <ul style="list-style-type: none"> • Presentation was well-rehearsed that holds audience attention • Spoke clearly (rate and volume). • Showed knowledge about project • Made eye-contact. 	<i>Missing 2 or more of the following elements:</i> <ul style="list-style-type: none"> • Presentation was well-rehearsed that holds audience attention • Spoke clearly (rate and volume). • Showed knowledge about project • Made eye-contact.

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 5
Exploration

Suggest Lessons - Exploration

**** - Assignment can be used for homework**

Begin unit with read aloud: *The Silk Road: 7000 Miles of History*

Focus throughout the unit: Create a timeline gathering historical evidence surrounding the Silk Roads emphasizing four time periods. **(must be completed)**

Lesson 1

- Pre-reading skills - Chapter 3, Lesson 1 (Pp. 106-107)*
- Marco Polo (1254-1324) was a Venetian merchant believed to have journeyed across Asia at the height of the Mongol Empire. He first set out at age 17 with his father and uncle, traveling overland along what later became known as the Silk Road.
- **Chapter 3, Lesson 1 (Pp. 108-115)** and complete graphic organizer on page 45 of the *Harcourt S.S. Reading Support and Intervention Workbook*. Students can read in pairs or small groups.
- Read and discuss with class.

***Foreshadow for students the influence of Marco Polo and his journeys had on exploration of the Americas, most significantly on Christopher Columbus who was inspired by his writings.**

Lesson 2

- **Encounter by Jane Yolen***
Read the book with the class and discuss the different points of view demonstrated in the book (located in school library).

****Homework Assignment – “DBQ Taino” - Focus: Americans and Europeans meet. What were the dangers the Tainos faced before and after the Europeans arrived?**

Lesson 3

- **How to use the Atlas** - This lesson will allow students to practice using an atlas to locate specific information. Please review the content and arrangement of various atlases that may be available in the library.*
- **NYSTROM Atlas** – Students complete the pages relevant to the exploration (pp. 12 – 15.) Use the **Black Line Master** pages located in the Nystrom binder that correspond to the pages above. **Lesson 4 – A Changing World (Pp. 118-123)**

Lesson 5

- **Point of View – Christopher Columbus’s Voyages - (Pp. 124-125)***

Lesson 6 – Spanish Exploration (Pp. 126-132)

Chapter 3, Lesson 3

- Read and Discuss with class – Focus skill: Main Idea and Details

Lesson 7

- **Estevanico - Pp. 133***

Read about Estevanico and write an answer to the following question:

“How did Estevanico’s actions show that he was trustworthy?”

- Map and Globe Skills (Use an Elevation Map) – Pp. 134-135
- Interpret and use information given on an elevation map.
- Trace on maps the routes of a major explorer of the United States

Lesson 8 – Other Nations Explore – Pp. 136-141

Chapter 3, Lesson 4

- Read and discuss - Focus Skill – Main Idea and Details

Lesson 9 –Explorer Timeline Mini-Project

- Introduce Mini-Project – Completing a timeline of explorers and their sponsoring country.
- Review Lessons 1-4 through Jeopardy game.*

Lesson 10

- Share timelines in small groups to practice presentation skills that will be used at the end of the unit for the larger project.

Lesson 11 – Building the First Colonies - Pp. 146-150

- Introduce the Chapter and Study Skill (K-W-L Chart) – Pp. 144-145

Chapter 4, Lesson 1

- Read and discuss

Start in class, finish for HW: Complete #6 on page 150 – writing the main idea and detail of the chapter.

Lesson 12 – Bartolome de Las Casas – Pp. 151 (Review the HW.)

- Read and discuss biography of Bartolome de Las Casas

Lesson 13 – The Virginia Colony – Pp. 152-156

- Pre-read Chapter 4, Lesson 2 and complete graphic organizer on page 65 of the *Harcourt S.S. Reading Support and Intervention Workbook*. Students can read in pairs or small groups.

Chapter 4, Lesson 2

- Read and discuss
- Review Graphic Organizer
- **HW: Biography of Pocahontas – Pp. 157**

Lesson 14 – The Plymouth Colony – Pp. 158-163

Chapter 4, Lesson 3 – read and discuss

- Complete the Critical Thinking skills activity - Pp. 164 -165

Lesson 15

- America the Story of Us, Episode 1, Rebels or Liberty Kids (available online on your T: drive or Liberty Kids is available on YouTube). Watch video and discuss colonization.

Lesson 16 – The French and Dutch – Pp. 166-173

- Chapter 4, Lesson 4 – read and discuss with class

Lesson 17

- Introduce the Independent Research for final project (ABCs Project).

Lesson 18 – Summarize the Chapter – Pp. 174 -175

- Start working on the end-of-chapter review in class. Continue working for HW or next day in class.
- Chapter 4 - Chapter Review

Lesson 19

- Review presentation skills to help student prepare to present their work. Have students create a checklist of all the skills used during presentations. Remind students to practice at home.

Lesson 20

- Presentation of the Silk Roads Timeline

Assessments**Culminating Required Project – Due after completion of Unit 3**

- **ABC's of the Formation of the United States of America** – Students will complete an ABC chart of: events, people, locations, items, etc., that have impacted the formation of the United States. Students are required to list one thing for each letter of the alphabet. (X,Y,Z will count as one letter) Each letter will be accompanied with a brief explanation of no more than 2 sentences and at least 12 illustrations must be included.
- Write a letter to a king or queen from the perspective of an explorer explaining your reasons for exploration. Include in the letter what you will need from them.
- OR**
- Write a letter to an explorer from the perspective of a king or queen explaining why he or she will not grant the request.
- Compare/contrast the Native American religion to European Religion and how it impacted early colonization. Include the conflicts and how they were dealt with.
- Identify the continents, oceans and countries pertinent to the Age of Exploration and label a map showing European claims in the New World.

Silk Road Timeline

Through the creation of a Silk Road timeline, students will bring together information from the extended history of the Silk Roads that covers people, places, events, and cultural landmarks. Four major periods of Silk Road history (Han dynasty, Tang dynasty, Mongol era and modern era) are highlighted for this activity, and students are encouraged to combine written information with visual images. Students need to research about the history, culture, people and products of the Silk Roads.

Students need to:

- work in groups of 3 to 5
- gather and order historical evidence surrounding the Silk Roads
- identify key people, places, and events in the history of the Silk Roads
- gain an understanding of the rich diversity of peoples and places found along the Silk Roads

The four time periods emphasized on the timeline are the Han dynasty from the 2nd century BCE to the 2nd century CE, the Tang dynasty from the 7th to 10th century, the Mongol era from the 13th to 14th century, and the modern era from the 19th century to the present.

Information along the Silk Road may come from ancient Persia, Rome, Central Asia, the Indian subcontinent, Mongolia, China, and the farthest reaches of East Asia.

The Process:

- Five significant events within each time period that occurred at some point along the Silk road, including a brief description of the event, the year (be as specific as possible), and the importance of the occurrence.
- Two illustrations, pictures, or models for each time period. These visuals may be scanned photos, pictures from magazines, students own illustrations, or models of artifacts or architecture from the time period. Consider works of art, ceramics clothing, jewelry, homes, and sacred objects.
- One person from each time period must appear on the timeline. Write a brief description (two to three paragraphs) of this person's contribution to history and evidence of his or her influence.
- Highlight at least one place (city, geographic feature, and region) that is particularly important in each time period. Include information on the goods or cultural exchanges that are associated with this area. Identify other areas that were influenced by this region.
- Include a map of the Silk Road that identified the areas that you have highlighted on the timeline.
- Material must be arranged chronologically on your timeline and clearly label dates.

Websites:

- <http://www.AskAsia.org>
The Asia Society's website dedicated to teaching and learning about Asia with a special feature on the Silk Roads. See also www.AsiaSociety.org for online exhibitions, and www.AsiaSource.org for up-to-date information on country profiles in Asia.
- <http://www.silroadproject.org>
The Silk Road Project, Inc.'s web site features the musical instruments and traditions of the Silk Road.
- <http://chinapage.com/silksite.html>
This site contains links featuring the Silk Roads and Dunhuang (Mogao) cave temples.
- <http://www.chinavista.com/travel/silk/part0.html>
China Virtual Tours offers basic information and pictures of Silk Road cities of China.
- <http://idp.bl.uk/>
The site of the International Dunhuang Project (IDP) was established in 1993 following a meeting of conservators from all over the world to promote the study and preservation of manuscripts and printed documents from Dunhuang and other Central Asian sites through international cooperation.
- <http://www.silk-road.com>
This comprehensive site by the Silk Road foundation contains maps, timelines, and extensive bibliography on travelers and cities on the Silk Roads.
- <http://depts.washington.edu/silkroad>
Silk Road Seattle is an ongoing public education project using the "Silk Road" theme to explore cultural interaction across Eurasia from the beginning of the Common Era (A. D.) to the Seventeenth Century. Our principal goal is to provide via the Internet materials for learning and teaching about the Silk Road.
- <http://kidspast.com>
Online world history textbook
- <http://academickids.com>
Encyclopedia for kids

Name:

Date:

Explorer Mini-Project – Due Date: _____

Directions: Make a timeline of at least 10 explorers for this unit. Include the following information for each explorer:

1. Explorer's Name
2. Explorer's Country of Origin or the country that supported the voyage(s)
3. Area(s) that the person explored and dates of each exploration

Your timeline should be:

- ☐ Neat and organized
- ☐ Legible (easy to read your hand-writing) with no errors in grammar or spelling.
- ☐ Spaced evenly between the years (a tip is to create a basic timeline with marks for every 10, 20, or 30 years as a scale and then insert your explorers)
- ☐ Colorful – you can color coordinate the countries that sponsored the Explorers and/or you can use diagrams and drawings of the Explorer, symbols of the exploration, or the area explored
- ☐ Include all of the information above and is accurate.

Mini-Project Rubric:

Score 4

- ☐ Lists all explorers, sponsoring country, and areas explored
- ☐ Handwriting is completely legible and the information is organized correctly on a timeline with correct spacing between years.
- ☐ No errors in grammar or spelling
- ☐ Extremely Colorful with a diagram, picture and/or color coding for all explorers

Score 3

- ☐ Lists most explorers, sponsoring country, and areas explored (missed 1-2)
- ☐ Handwriting is mostly legible (1-2 words cannot be read) and the information is mostly organized correctly on a timeline with correct spacing between years (1-2 explorers are out of order or not correctly spaced on timeline)
- ☐ 1-2 errors in grammar or spelling
- ☐ Very colorful with a diagram, picture and/or color coding for most explorers (missed 1-2)

Score 2

- ☐ Lists some explorers, sponsoring country, and areas explored (missed 3-4)
- ☐ Handwriting is somewhat legible (3-4 words cannot be read) and the information is somewhat organized correctly on a timeline with correct spacing between years (3-4 explorers are out of order or not correctly spaced on timeline)
- ☐ 3-4 errors in grammar or spelling
- ☐ Somewhat colorful with a diagram, picture and/or color coding for some explorers (missed 3-4)

Score 1

- ☐ Lists few explorers, sponsoring country, and areas explored (missed more than 4)
- ☐ Handwriting is not legible (more than 4 words cannot be read) and the information is not organized correctly on a timeline with correct spacing between years (more than 4 explorers are out of order or not correctly spaced on timeline)
- ☐ More than 4 errors in grammar or spelling
- ☐ Some color with a diagram, picture and/or color coding for some explorers (missed more than 4)

DBQ – Document Based Questions

Read the paragraphs, and answer the questions.

Americans and Europeans Meet

The Taino were among the first Americans to meet European explorers. They were friendly and generous. Christopher Columbus wrote about them: “When you ask for something, they never say no. To the contrary, they offer to share with anyone.”

Taino men spent much of their time fishing. They went to sea in canoes and used spears and nets to catch fish. They also hunted small animals.

Taino women grew manioc, a plant used to make flour for bread. They also grew sweet potatoes, corn, and cotton. Women used cotton to make mats, hammocks, ropes, and small sails for fishing boats.

Taino children helped their parents by gathering fruit. In their free time, they played a game that was like soccer. Many children had pet dogs.

The Taino’s lives were not completely carefree. They had warlike neighbors, the Carib, who lived on nearby islands. The two groups did not get along and the Carib sometimes attacked Taino villages.

Soon after the arrival of Europeans, life changed for the Taino, the Carib, and many other Native American groups. The Taino lost some of their people because of warfare. Many others died from diseases carried by European explorers.



Main Idea and Details

1. What is the main idea of the first paragraph?

2. What main point does the third paragraph make about how Taino women spent their time?

3. Use details from the article and/or other resources to explain the dangers faced by Tainos before and after European contact.

Name:

Date:



► **THE PILGRIMS' THANKSGIVING** This painting was made nearly 300 years after the original event. How do you think this artist viewed the event?

What does this picture tell you about the Pilgrims relationships with the Native Americans? How does this scene compare to how we celebrate Thanksgiving today?



HENRY HUDSON,
The celebrated and unfortunate Navigator, abandoned by his crew in Hudson's Bay the 11th of June, 1610.

Where did Hudson fit into this great time of exploration?

Based on this document and on your knowledge of social studies, what was Hudson looking for, and did he find it?

PERSUAIVE LETTER EXPLORER OR KING /QUEEN



You are an explorer. You will write a persuasive letter to a perspective king or queen explaining your reasons for exploration.

Please include:

- reasons for exploration
- expedition information
- which country the king/queen represents
- reasons for the trip(s)
- difficulties you might encounter
- the outcome of the exploration

OR

You are a king or queen. You will write a persuasive letter to a perspective explorer explaining your reasons for not granting their request for supporting their exploration.

Please include:

- reasons for not granting their request
- country king/queen represents
- your concerns

Name _____

Date _____



GRADE 5 –PERSUASIVE LETTER - RUBRIC

	4	3	2	1
Persuasive Letter Format	<i>Letter includes:</i> <ul style="list-style-type: none"> Perspective of either explorer or king/queen Clear statement of perspective or position Support position with well organized and relevant information (evidence) Anticipate & address readers concerns and counter-arguments Restate viewpoint and challenge reader to make a decision Submitted work on time 	<i>Letter includes:</i> <ul style="list-style-type: none"> Perspective of either explorer or king/queen Clear statement of perspective or position Clear statement of opinion or position Support position with organized and relevant information (evidence) Address readers concerns and counter-arguments Restate viewpoint Submitted work on time 	<i>Letter includes:</i> <ul style="list-style-type: none"> Perspective of either explorer or king/queen Statement of opinion or position Support position with organized and relevant information (evidence) Address readers concerns Restate viewpoint Submitted work 1 day late (missing 1 element) 	<i>Letter includes:</i> <ul style="list-style-type: none"> Perspective of either explorer or king/queen Statement of opinion or position Support position with well organized and relevant information (evidence) Address readers concerns Restate viewpoint Submitted work 2 or more day late (missing 2 or more elements)
Content	<ul style="list-style-type: none"> All content is easy to read and all elements are so clearly written Content is well organized and covers in depth and details. No spelling or grammatical errors in article. 	<ul style="list-style-type: none"> All content is easy to read and most elements are clearly written. Content is well organized and includes essential details. No spelling or grammatical errors in article. 	<ul style="list-style-type: none"> Content is hard to read and elements are unclearly written. Content is disorganized and 1-2 factual errors. One spelling or grammatical error. 	<ul style="list-style-type: none"> Content is hard to read and elements are unclearly written. Content is disorganized and 3 or more factual errors. Several spelling or grammatical errors.



NATIVE AMERICAN/EUROPEAN RELIGION

Compare and contrast the Native American religion to European Religion and how it impacted early colonization. What were the conflicts and how were they handled?

Please include:

- both Native American and European religion
- how it impacted early colonization
- conflicts
- how conflicts were handled

Name _____

Date _____

GRADE 5 – NATIVE AMERICAN/EUROPEAN RELIGION RUBRIC

	2	1
Compare/Contrast Native American Religion to European Religion	<p>Includes the following:</p> <ul style="list-style-type: none"> • Native American Religion • European Religion • How it impacted early colonization • Conflicts • How conflicts were handled • Content easy to read • Clearly written • Organized • No spelling or grammatical errors • Submitted work on time 	<p>Includes the following:</p> <ul style="list-style-type: none"> • Native American Religion • European Religion • How it impacted early colonization • Conflicts • How conflicts were handled • Content easy to read • Clearly written • Organized • One or more spelling or grammatical errors • Submitted work late <i>(missing 1 or more elements)</i>
Content	<ul style="list-style-type: none"> • All content is easy to read and all elements are so clearly written • Content is well organized and covers in depth and details. • No spelling or grammatical errors in 	<ul style="list-style-type: none"> • Content is hard to read and elements are unclearly written. • Content is not organized well with 2 or more factual errors. • Several spelling or grammatical errors.

End of Year Culminating Project

ABC's of the Formation of the United States of America

- This year we will be studying Exploration, Colonization and The Revolutionary War in our Social Studies textbook and other resources. This project will be a culminating project that will consist of all the units and events we will be studying. You will construct an ABC chart of: events, people, locations, items, etc., that have impacted the formation of the United States... You will be required to list one thing for each letter of the alphabet. (X, Y, Z will count as one letter).
- For each letter you must write the event, person, location, item etc., with a brief explanation. You are to write **NO MORE** than 2 sentences.
- You must have at least 12 illustrations scattered on the chart. You may have more if you wish.

Supplies:

- ❖ Bright white poster board with ABC grid
- ❖ Social Studies Textbook, Atlas and other materials supplied by your teacher
- ❖ Colored pencils/markers/sharpies

Requirements:

- Write your name in front of the ABC's Chart
 - Ex. Johnny Jones' **Creation of the United States of America**
 - Class (REYSAC), Date
- One event, person, location, or item listed for each letter of the alphabet. (there will only be 1 box for xyz, so you only have to chose one of those letters)
- A brief explanation in each box of the event, person, location or item you chose.
- At least 12 illustrations scattered throughout the chart reflecting the event, person, location, or item in that box.

This project will be started at the beginning of our Exploration Unit and go through the Revolutionary War. As we study Exploration, Colonization, causes of the Revolutionary War including the Revolutionary, determine what you want to highlight on your chart. You will be required to choose 6 items from the unit on Explorations; 10 items from the unit on Colonization; and, 8 items from the Revolutionary War unit.

There will be some time allotted in class to work on the project as well as time at home. Please make sure your chart is neat and well organized highlighting those items you think represent the time period and show your understanding of the events, people, locations, etc.

This is an independent project.

ABC's of the Formation of the United States of America

Wrote your name on the correct line _____ (1)

No Pencil marks appear on this chart at all _____ (1)

Neatness _____ (2)

Letter	Event, person, location, or item	1 -2 sentence description
A	1 pt	2 pt
B	1 pt	2 pt
C	1 pt	2 pt
D	1 pt	2 pt
E	1 pt	2 pt
F	1 pt	2 pt
G	1 pt	2 pt
H	1 pt	2 pt
I	1 pt	2 pt
J	1 pt	2 pt
K	1 pt	2 pt
L	1 pt	2 pt
M	1 pt	2 pt
N	1 pt	2 pt
O	1 pt	2 pt
P	1 pt	2 pt
Q	1 pt	2 pt
R	1 pt	2 pt
S	1 pt	2 pt
T	1 pt	2 pt
U	1 pt	2 pt
V	1 pt	2 pt
W	1 pt	2 pt
XYZ	1 pt	2 pt

12 illustrations _____ (2pts each)

Extra illustrations _____ (1pts each)

Total points: _____/100

Graphic Organizer
What to write for each letter

Letter	Event, person, location or item	1-2 sentences to describe your event, person, location or item
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		

Letter	Event, person, location or item	1-2 sentences to describe your event, person, location or item
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

NAME:

DATE:

ABC's of the Formation of the United States of America

Description	Exceptional	Admirable	Acceptable	Beginner
The project is completed with 24 letters (6-Exploration, 10-Colonization/pre-Revolutionary times, and 8-Revolutionary War) and at least 12 pictures.	4	3	2	1
The words and sentences are related to the Exploration, Colonization and Revolutionary Times. The sentences are written with details that clearly explain the word, person, place, or event chosen for each letter.	4	3	2	1
There are no or very few mistakes in grammar, punctuation, capitalization, and spelling.	4	3	2	1
The use of color and creativity is evident.	4	3	2	1
The work is done neatly.	4	3	2	1
The work was handed in on time.	On time	Day late	2 days late	3 or more days late.

Comments:

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 5
Colonization

Suggested Lessons - Colonization

**** - Assignment can be used for homework**

Lesson 1 – Introduction, The Thirteen Colonies - Chapter 5, Lesson 1 (Pp. 176 – 177)

- *Introduce the 13 Colonies with a graphic organizer.) Addendum 1
- *Demonstrate how to take notes and explain that these notes will be used to support the final project at the end of the unit.

The New England Colonies - Chapter 5, Lesson 1 (Pp. 178 – 184)

- **HW: Biography of Anne Hutchinson – Pp. 185** – In what ways did Anne Hutchinson struggle to be treated fairly? What can you learn about Anne Hutchinson from the fact that she defended herself at her trial?

***Lesson 2 - NYSTROM Atlas, New England Colonies (Pp. 24-25.)**

- Students complete the Atlas worksheet AND continue to fill in the 13 Colonies G.O.

Lesson 3 – Triangular Trade – Addendums - triangulartrade.pdf and triangular trade map

NYSTROM Atlas pages 30 – 31

Exploration of the Middle Passage and Triangular Trade

Lesson 4 – The Middle Colonies – Chapter 5, Lesson 2(Pp. 186 – 191)

- Preview of Chapter and Introduction of Graphic Organizer
- Complete graphic organizer on page 81 of the *Harcourt S.S. Reading Support and Intervention Workbook*.
- Students read in pairs or small groups.
- Discuss:
- **Critical Thinking skills** – Compare Primary and Secondary Sources – Pp. 192 -193
- **Analysis of Primary Source** – *Boston Massacre*, page 236 * (addendum)

***Lesson 5 – Video supplement**

- America the Story of Us, Episode 1, Rebels – Show clip of the growth of colonies and the building of cities and plantations.

Lesson 6 – The Southern Colonies - Chapter 5, Lesson 3 (Pp. 194 -201)

***HW – DBQ – Primary Source – Native American Village**

Lesson 7: Chapter 5 (Pp. 202-203) – Lesson Review

***HW:** Read the daily schedule of a plantation owner and an enslaved field worker, OR a white small farmer and an enslaved cook. Complete Venn Diagram to compare the work of a farmer or plantation owner and an enslaved person.

***Lesson 8: Discuss the lives of people living on Southern Plantations** (Harsh World, This World PDF and Electronic Field Trip Video on your school's T: Drive)

- Work in small groups to compare the roles of enslaved people and owners. Use guiding questions from the Lesson provided.

Lesson 9 – The American Revolution - Chapter 6, Introduction (Pp. 209 – 219)

Big Idea: Freedom was so important to the colonists that they were willing to suffer terrible hardships and years of war to win it.

- Access Prior Knowledge and discuss big idea – Pp. 209
- Discuss the people and the Timeline – Pp. 210 – 211
- Map – Pp. 212 - 213
- Skill – Determining cause and effect relationships in historical events – Pp. 214 – 215
- Paul Revere's Ride – Pp. 216 -219 (www.kidsinhistory.com – this is a link to an oral reading of the poem)

Lesson 10 – Study Skill – Concept Map and Chapter Preview - Chapter 6 (Pp. 220 -221)

Chapter 6, Lesson 1 (Pp. 222-227) – Fighting for Control

***Lesson 11 - NYSTROM Atlas – (Pp. 32-33)**

Lesson 12 – Colonists Speak Out - Chapter 6, Lesson 2 (Pp. 230 – 236)

- Biography: Patrick Henry – Pp. 237

Lesson 13 – Disagreements Grow - Chapter 6, Lesson 3 (Pp. 238 – 243)

Lesson 14 – The Road to War - Chapter 6, Lesson 4 (Pp. 244 – 248)

- Biography: Phillis Wheatley – Pp. 249 – Discuss how Phillis Wheatley's poetry reflected the patriotic spirit of the American Revolution.
- The Freedom Trail – Pp. 250 – 251 – Important places during the time of the American Revolution

*** HW – DBQ Don't Tread on Me**

Lesson 15 – Declaring Independence - Chapter 6, Lesson 5 (Pp. 252 – 259)

Lesson 16 – Critical Thinking Skills - Chapter 6 (Pp. 260 – 263)

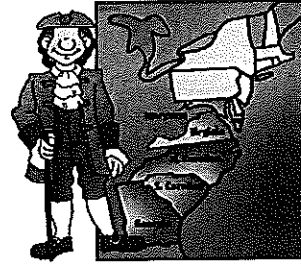
- Identify Multiple Causes and Effects - Pp. 260-261
- Citizenship: Defending Freedom – Pp. 262-263

HW - Chapter 6, Pp. 264 – 265 – Chapter Review

Lesson 17 – Project Presentations

Assessments

- **Analysis of Primary Source** – Complete graphic organizer for analyzing the illustration and write an analysis of the illustration from the point of view as either a patriot or loyalist. **(completed during unit)**
- **Research Project:** In small groups research one of the thirteen colonies. Use research as a basis for a presentation in one of the following ways: class travel guide, brochure, advertisement, or digital presentation.
- Construct and annotate a timeline showing the events leading to the American Revolution.
- Create a political cartoon protesting taxation. (addendum)
- Choose one of the four main sections of the Declaration of Independence and interpret the section in written or visual form.



Social Studies – The Thirteen Colonies

Chapter 5 Project

You have each been assigned one of the original thirteen colonies, and are expected to complete each of the following tasks.

- Is your colony included in the lesson on northern colonies, middle colonies, or southern colonies?
 - Read the lesson that includes “your colony”.
 - Complete all reading check questions.
 - Complete review questions at the end of that lesson.
 - Complete the attached worksheet on that lesson.(These tasks are to be completed by _____)
- You have received a packet on which you need to find 5 important facts on each of various aspects of your colony, i.e. everyday life, the economy. This paper is due _____. (You will use this to complete a power point presentation!)
- You are to pretend that you are a colonial child. Write a letter to a friend or relative in “the old world” telling them all about your life in “the new world”. You may choose to write as if you are from any of the thirteen colonies. (due _____)
- You are to learn the location of each of the 13 colonies, and be able to identify them on a map. (Quiz on _____)

You are advised to use the following resources to help you complete this project:

- Your social studies textbook. (or online. Login: _____)
- Books and/or encyclopedias.
- Videos on homepage.
- Other resources on the Harcourt webpage, including map activities.

Use this chart to prepare information for your power point presentation. Find 4 interesting and/or important facts pertaining to each of the topics.

Colony _____

The Founding of the Colony

- _____
- _____
- _____
- _____

Everyday Life in the Colony

- _____
- _____
- _____
- _____

Religious Beliefs in the Colony

- _____
- _____
- _____
- _____

The Economy

- _____
- _____
- _____
- _____

Interaction with Native Americans

- _____
- _____
- _____
- _____

Other topic – your choice _____

- _____
- _____
- _____
- _____

Name: _____

Thirteen Original Colonies

New England Colonies					
Settlement/ Colony	Date Founded	Founder(s)	Reasons for Settlement	Economy (exports)	Role of Slavery

Middle Colonies					
Settlement/ Colony	Date Founded	Founder(s)	Reasons for Settlement	Economy (exports)	Role of Slavery

Southern Colonies					
Settlement/ Colony	Date Founded	Founder(s)	Reasons for Settlement	Economy (exports)	Role of Slavery

Analysis of a Primary Source

Students are shown the famous illustration of the *Boston Massacre*, in *Social Studies*, Harcourt, page 236.

(However, you may want to access from <http://www.bostonmassacre.net/pictures/pictures6.htm>)

Students need to:

- complete a graphic organizer as a tool in analyzing the illustration.
- write an analysis of the illustration in paragraph form
- write their response as either a **patriot** or **loyalist**
- cite evidence and give examples of their point of view

Teacher Information:

- Lead a class discussion on how illustrations were used to reinforce the viewpoint of a particular group. This is called political propaganda. This illustration is an example.
- You can access the two different points of view from <http://www.historywiz.com> . Both the engraving and the chromolithograph of *The Bloody Massacre* can be accessed with the explanation that the illustration actually favored the colonist.
- This event was really a conflict which was used to the benefit of the colonists to create public opinion against the British.
- **Patriots argument** – Students can bring in the key points of the imposing of the Stamp Act and the Intolerable Acts imposed by the British government.
- **Loyalists argument** – Students can bring key points such as the colonist, who are the subjects of England, boycotting their goods, and the heavy debt incurred by French and Indian War.

Analysis of a Primary Source

INDICATORS	4	3	2	1
ANALYSIS OF A PRIMARY SOURCE	Student has in-depth insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis,
USES ACADEMIC LANGUAGE ACCORDING TO HISTORY CONTENT	Student shows a deep understanding of historical language that is woven in an interesting way whether written or oral.	Student shows an effective use of historical language that is woven in an interesting way whether written or oral.	Student shows a limited use of historical language whether written or oral.	Student shows little or no use of historical language whether written or oral.



Boston Massacre

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

Thinking about Primary Sources...

[illegible]

Name: _____

Date: _____

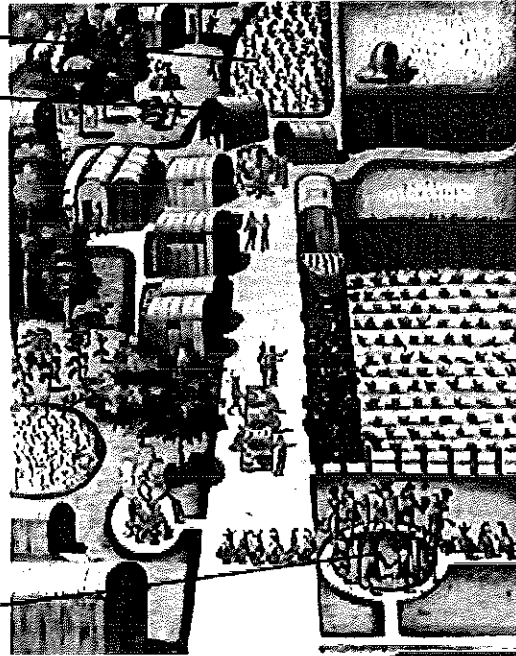
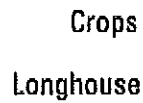
Analyze the primary source below. In complete sentences, answer question under the picture. Be sure to review your answer to ensure that it is the best it can be.

Primary Sources

Native American Village

Background This drawing of a Native American village in what is now North Carolina was made by John White. He was an English colonist in the 1580s.

DBQ Document-Based Question Why do you think the Native Americans planted crops close to their homes?



Ceremonial
dance circle

[illegible]

Colonization Colonial America Project

My project will be on:

____ New England Colonies

____ Middle Colonies

____ Southern Colonies

No portion of the project, except for research, is to be done on a computer, as they did not exist during the focus time period.

You will keep all your work in progress in a folder so that you can transport it back and forth between school and home. **Please use one of your unused folders for this purpose.**

NAME _____

DUE DATE _____

Colonial America Project

MENU

During this chapter you will be creating primary source type documents that reflect one of the regions and time period of Colonial America.

The regions include: **New England Colonies, Middle Colonies, and Southern Colonies.**

You will use a rubric to assess your project and the same rubric will be used for your final assessment. (see attached)

You will have 2 Social Studies class periods to research and work on your project, but you will also need to do some of the work at home.

Colonization Colonial America Project

Appetizer

Choose 1 task below (or a dessert)

Journal – The journal will include at least 4 journal entries from the point of view of someone living in your chosen region. You should include feelings and reactions to your experiences.

News Article – Write a news article about a significant event from your region that is at least 3 paragraphs long and is historically correct. The article should include the 5 W's and H. (See All Write book pages 162- 165 for guidelines)

Main Course

You **MUST** do this task

Brochure – Create a brochure attracting people to your region. The brochure should include the information about the economy, land, town structure, government and importance of religion in your regions.

Dessert

Choose 1 task below (or an appetizer)

Friendly Letter – Write a letter to someone explaining your typical day. This letter needs to be in proper friendly letter format (see All Write book pg. 139) and include at least 3 paragraphs.

Advertisement – Create a colorful poster advertising an event that might occur during your time period and regions. Examples include a poster for a lecture or a speech, protest or slave auction. Posters can be no larger than 17 x 11.

This project IT to be typed.
There were no computers during Colonial America!

point value	Journal	Letter	Article	Advertisement	Brochure	Due Date
5	4 or more journal entries clearly describes colonial life gives many details to add interest has no errors or very few errors	Correct friendly letter format 3 or more paragraphs clearly describes a typical day in colonial life gives many details has very few or no errors	3 or more paragraphs clearly describes an historical event accurately identifies the who, what, where, when, why and how conventions are correct (spelling, grammar, punctuation)	Colorful, neat, used a ruler, spelling is correct well thought out and planned design of advertisement words clearly describe time/place/date has few to no errors	Neat, conventions are correct,colorful, used a ruler correct facts about: economy, town structure, land, government and impact of religion has few to no errors	On time
3	3 journal entries partly describes colonial life gives some to few details to add interest has some errors	Partially correct friendly letter format 2 paragraphs partly describes a typical day in colonial life gives some to few details has some errors	2 paragraphs partly describes an historical event accurately identifies some but not all who, what, where, when, why and how some errors in conventions	Somewhat colorful, neat, used a ruler spelling is partially correct some plans for design of advertisement words somewhat clearly describe time/place/date has some errors	Somewhat neat, conventions are partially correct some color, used a ruler some facts about: economy, town structure, land, government and impact of religion has some errors	1st day after vacation
1	1 or 2 journal entries fails to describe colonial life gives very few or no details many errors	Incorrect friendly letter format 1 paragraph fails to describe a typical day in colonial life has many errors	1 paragraph fails to describe an historical event accurately identifies very few to none of the who, what, where, when, why and how many errors in conventions	Very little color, not neat, did not use a ruler, spelling errors no plan for design of advertisement words do not describe time/place/date has many errors	Not neat, conventions incorrect,no color, did not use ruler few to no facts about: economy, town structure, land, government and impact of religion has many errors	More than 1 day after vacation

NAME: _____

DATE: _____

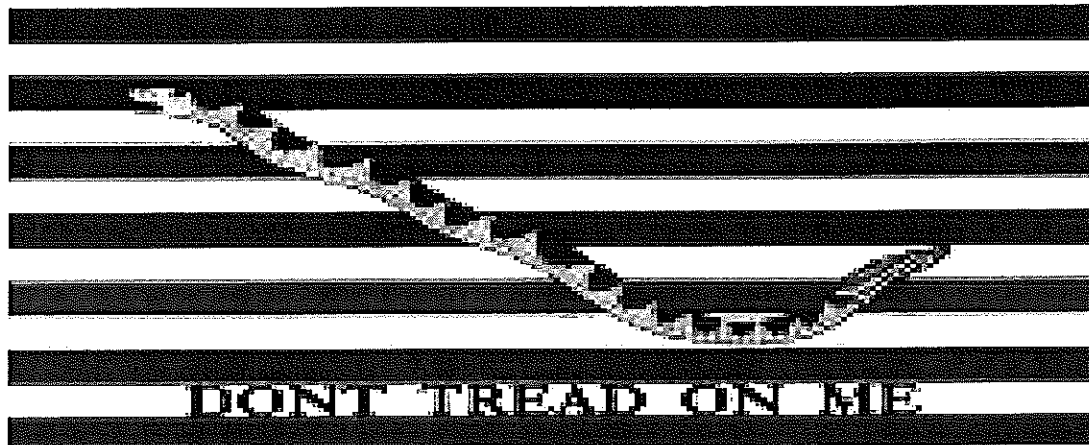
Oral Presentation Rubric
Unit _____ Project _____

Description	Exceeding	Meeting	Approaching	Below
<u>Content</u> <ul style="list-style-type: none"> Student shows full understanding of the topic. Presentation was engaging 	4	3	2	1
<u>Preparedness</u> <ul style="list-style-type: none"> Student is completely prepared and has noticeably rehearsed. Showed knowledge about project Makes eye-contact with audience 	4	3	2	1
<u>Remains on Topic</u> <ul style="list-style-type: none"> Student remains on topic throughout the presentation. Able to answer questions about presentation 	4	3	2	1
<u>Speaks Clearly</u> <ul style="list-style-type: none"> Student speaks clearly and an appropriate tone is maintained throughout (rate and volume) 	4	3	2	1
<u>Organization</u> <ul style="list-style-type: none"> Content presented in a logical order that makes it easy and interesting to follow the presenter's train of thought. 	4	3	2	1

Comments: _____

- 4 – consistently with reasoning, connections or extensions
 3 – independently with competence
 2 – with support
 1 – of concern and below grade level

Name _____ Date _____



Benjamin Franklin used a rattlesnake to represent the unity needed in the new colonies. His snake, cut pieces, warned that if the colonies did not work together, they might lose their freedom. The Stamp Act was introduced in the 1760s. It was Great Britain's way of forcing the colonists to pay for the soldiers it needed to fight wars in Europe. One Parliamentarian went so far as to tell the British people that it was only fair that the colonists be taxed. After all, hadn't the British carefully "planted" the colonies and fed them with kindness and support? The colonists resented statements like this. Most of the colonists had come to the New World to escape from British rule. Now they were being taxed to help a country that didn't really want them. Colonel Isaac Barre referred to the colonists as "sons of liberty." It was these "sons of liberty" who eventually got tired of British rule and led the fight for freedom. It was at this time that Benjamin Franklin's idea of a united rattlesnake reappeared. Colonists began using the snake as a symbol. Paul Revere used the snake fighting against an English dragon on the masthead of the *Massachusetts Spy*, a New England newspaper. The rattlesnake was now being drawn as one whole snake. There could be no hint of a broken country in this new endeavor. Things looked bleak for the Continental army in the early days of the revolution. Ammunition was so low at the Battle of Bunker Hill that the soldiers were told "not to fire until you see the whites of their eyes." In October of 1775, it was decided that the colonists were going to need a navy. A ship had come from England bearing news that the British were sending two ships loaded with weapons and ammunition to their troops in the colonies. General Washington needed these supplies for his own men. A navy of four ships was set up to capture the British ships and relieve them of their cargo. It was decided that five companies of Marines would need to be organized to help the naval ships. It was noticed by many that the young men who showed up to enlist as Marines were carrying some unusual drums. The drums had been painted with bright yellow paint. Drawn on the front of the drums was a tightly coiled snake with thirteen rattles on its tail. Written around the snake were the words "Don't tread on me." Credit for this design, originally on a flag, has been given to Christopher Gadsden of South Carolina. In December of

1775, an article appeared in the *Pennsylvania Journal*. The article was supposedly written by a person who wished to remain anonymous. It was signed "An American Guesser." The article told of seeing the young men and their drums. He wondered why the rattlesnake couldn't be chosen as the symbol for the new country the colonists were trying to form. After all, the rattlesnake was native to the New World. The snake has no eyelids, so its eyes are always open and alert for signs of danger. Then there is the fact that a rattlesnake never attacks without provocation. And a rattlesnake always gives warning before an attack is made. But once it does attack, it won't give up. Anyone should know not to tread, or step, on a rattlesnake. The writer was quick to come to the realization that the thirteen rattles found in the pictures could only represent the thirteen colonies. He decided that one rattle alone could hardly make much of a sound. If, however, thirteen rattles were united, the sound would be a good warning to even the strongest man, or country, to leave it alone. Would it surprise you to know that many people believe that the author of this article was none other than Benjamin Franklin? The first Marines got their "Don't tread on me" snake from a banner first used by Patrick Henry's First Virginia Regiment in October of 1775. The navy used their own version of this flag. A red and white version of the snake flag is believed to have flown from the navy's first ship, the *Alfred*, in January of 1776. The Virginia Minutemen used Gadsden's design and added their own motto of "Liberty or Death." Much to Benjamin Franklin's dismay, the eagle was chosen to represent the United States. But everyone knew that the rattlesnake had played a major role in keeping the country united.

Please summarize in your own words the above article and political cartoon. Make sure that the following questions are answered in your summary. ***Who created the "Don't tread on me" design? What does the phrase "Don't tread on me" mean?***

Name _____

Date _____

By Jane Runyon

¹ Benjamin Franklin was never one to keep

his opinions to himself. Great Britain was having trouble keeping all of its criminals in check.

To avoid having to guard and feed them in

England, the government began sending convicts to their new colonies. That's one way to get rid of the people they didn't really want. By the 1750's,



Ben Franklin had had enough of this practice. He wrote an article for the *Pennsylvania Gazette* expressing his views. He maintained that the colonists should repay England for its "kindness" by sending a shipload of rattlesnakes to London. He said that they would make a very good addition to the parks and land owned by the noblemen.

² In 1754, Franklin created the first political cartoon used in a colonial newspaper. His work had to be carved on a piece of wood that would be used as a printing block. The picture he carved was of a snake. This snake was cut into eight pieces. N. E. was carved above the head of the snake. That stood for New England. Each of the other segments of the snake had the name of a colony carved near it. The disjointed parts of the snake curved in much the same shape as the coast of the new land. The words "Join, or Die" appeared below the snake. This cut up snake was making a plea for unity in the colonies. At that time they were engaged in the French and Indian War. Franklin felt that the colonies needed to join together to fight in this war, or the whole new country might be lost.

³ Franklin used the snake to illustrate his point for many reasons. One had to do with an old superstition. Some folks believed that if you cut a snake into pieces and then joined the pieces together again before sunset, the snake would come back to life. Franklin was hoping that his cartoon would motivate the colonies to join together before the sun set permanently on the colonies.

4 The rattlesnake was also used because it was native to the colonies. This type of snake was found nowhere else in the world. What better way to represent the settlers in this new land than by a rattler? This first illustration was carried in papers throughout the colonies. A Boston newspaper didn't care for Franklin's use of "Join, or Die," so it changed the wording to "Unite and Conquer." No matter what it said, the idea spread to all of the colonies. The colonists were able to keep their colonies strong against the attacks of the French. Great Britain was able to retain its hold on the colonies. Little did they know that this same snake that had united the colonies against the French would strike out at them just a few years into the future.

JOIN OR DIE

Why do you think Benjamin Franklin used this cartoon? What does this political cartoon tell you about the times?

[illegible]

Lesson: Triangular Trade (Day 1 of 2 days)

Objective: Students will be able to:

- List at least 3 reasons why regions need to import and export goods.
- Summarize the trade regulations placed on the colonies by England and the effects on the colonies
- Map out how Triangular trade was carried out between 3 different regions using a graphic organizer.

Homework assignment for the night before, used to discuss the do now:

List ten items you use on a daily or weekly basis. These could include clothing, games, toys, furniture, or decorative items. Next to each item on the list students to write the name of the country where the item was made. Try to find items made in at least three different countries.

Do Now:

Talk to your partner about the list of items and where the items were made. Answer these questions in your notebook:

1. Where were most of the listed items made?
2. Why do you think so many items you have were made in other countries?

Discussion:

Discuss the questions and why countries trade with one another.

Vocabulary: Triangular trade, imports and exports

You can introduce the words at the beginning and have students create a vocabulary page. Students can fill it in by figuring out what the words mean in context of the readings.

Materials:

- Chart Paper
- Markers
- Copies of the PDF from Dropbox (see box to the right)
- Copies of pages 13-21 for 5 groups. The product page for each region should be cut out and put into baggies before the lesson)
- Copies of worksheets in this lesson
- Notebooks
- Pencils

Technology Resources:

- Smartboard
OR
- Overhead projector
OR
- ELMO

Dropbox Files:

- Triangular Trade.pdf in Dropbox, (SS Unit 2: Optional Folder: Activities, Lessons Folder: Triangular Trade Folder) – all page numbers are referenced in this text.
- Triangular Trade map in the same folder

Introduction to New Material (paraphrased from page 3-5 of pdf)

- Today we are going to look at trade in Colonial times. We have studied some of the regions and you are familiar with the resources and goods typical to these regions.
 - What are some natural resources found in New England or goods made in New England?
 - What are some natural resources found in the Middle Colonies or goods made in the Middle Colonies?
 - What did these regions trade with England?
- England was considered the Mother Country and therefore made the laws for the Colonists to abide by. The English parliament set trade regulations, or laws, for the colonists to follow when they traded goods.
- Let's look at the regulations. (page 11 of pdf)

Activity: Give students copy of English Trade Regulations and/or put the PDF on the Smartboard/overhead/Elmo.

- **OPTION A: Jigsaw**
 - Model how to read the regulation, figuring out key words using context clues and the meaning of the regulation, answering these questions:
 - What did the English parliament want the colonists to do?

- How did this regulation affect England? (Did they get money, more goods, etc?)
- How did the regulation affect the colonists? (Did they have to pay money, lose out on trading with other groups, etc?)
- Have students break into 5 groups or many pairs and decipher the other 5 regulations.
- **OPTION B: Read and summarize together**
 - Model how to read the regulation, figuring out key words using context clues and the meaning of the regulation, answering these questions:
 - What did the English parliament want the colonists to do?
 - How did this regulation affect England? (Did they get money, more goods, etc?)
 - How did the regulation affect the colonists? (Did they have to pay money, lose out on trading with other groups, etc?)
 - Continue with all regulations –highlight the key words and meaning as you go on the Smartboard.

Group Activity: (pp. 13 – 21 in PDF)

PART A

- Break students into 5 groups:
 - Group 1 — New England Colonies
 - Group 2 — Middle Colonies
 - Group 3 — Southern Colonies
 - Group 4 — English West Indian Colonies
 - Group 5 — England
- GIVE each student a packet of the summary pages of the imports and exports of each region. Give each group the baggie of product cards. Students will read the page about their region and use the product cards to fill out the first column on the following charts (chart attached as worksheet at end of plan):

Resources/goods you have or produce to EXPORT	Who needs to IMPORT these goods/resources
1.	
2.	
3.	
4.	
5.	

Resources/goods you need to IMPORT	Who wants to EXPORT these goods/resources
1.	
2.	
3.	
4.	
5.	

You can also have the students chart the exports and imports of their region from the first columns ONLY to skip part B and move right into making a trade route.

- Explain: You are going to be the managers of the imports and exports of your region. First you need to create an inventory sheet that lists your EXPORTS and your IMPORTS – what you can send to other countries and what you need from other countries. Read the information document about your region and then fill in the first column in both charts.
- **MODEL** how to do this with the New England colony sheet.
- Set a timer for 5-10 minutes for this activity

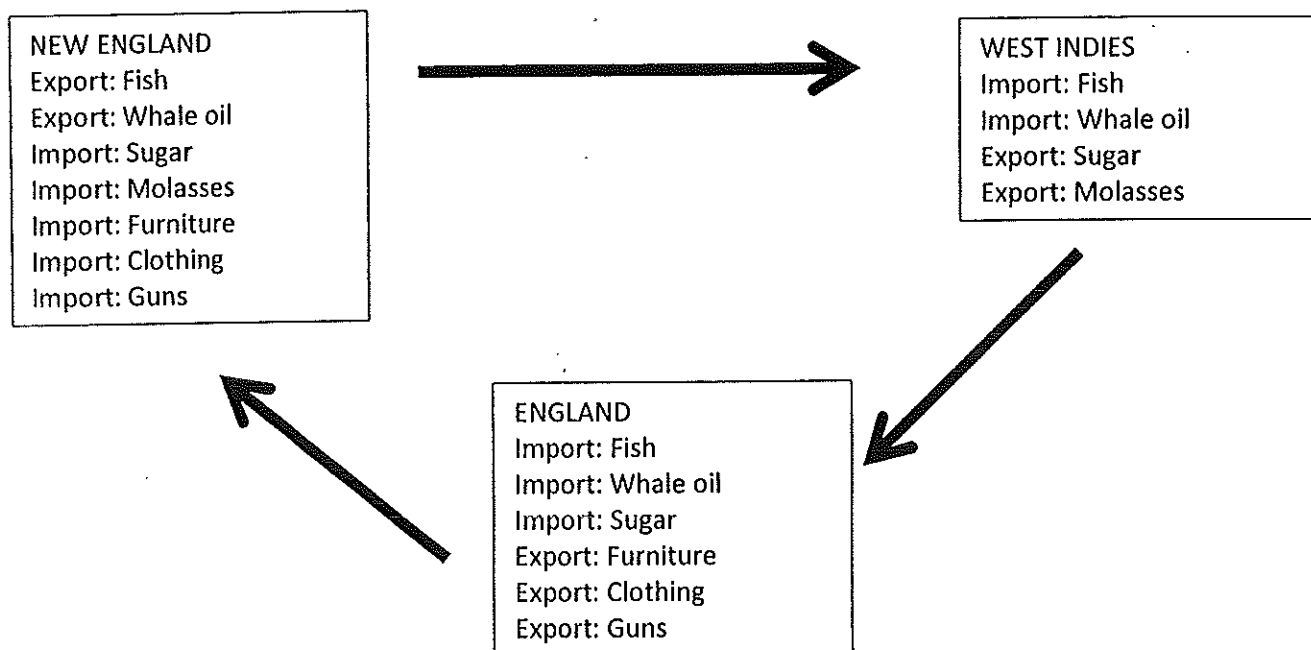
PART B

- Students will fill out the second column in their documents to figure out who they can trade with.
- Explain: So far so good – you know what you have, your EXPORTS and what you need, your IMPORTS but now you have to figure out who has what you need. This is going to be fun. Each of you is a trader for your region. Each person will be responsible for finding out who needs one of your exports and who will be able to trade for one of your imports. Within your group choose a number – this is the number for your import and export. You need to find other people from other regions to fill out your chart. You will meet with three different traders and have 1 minute to discuss your trades.
- **MODEL** how to do this with the New England colony sheet. Okay, I have #3. In the number 3 spot for exports, we wrote dried fish. (Walk over to a student from another region, England) Do you need dried fish? Yes! Great, I will write down your region so we can figure out a trade in the future. What do you have that I need? Go down the list and write at least one item you can import. Then switch, the other person gets to ask about his/her number spot. You should have a couple of imports/exports written down. If you have any extra time, fill out other items you can import and export from each other. Possible questions:
 - What if I already wrote New England for dried fish and I meet with another region that has dried fish as an export? Answer: write down the other group as an alternative.
 - What if the person does not have any exports or imports for my number? Answer: Go down the list of imports and exports until you find something you can import or export. You have a full minute and should be able to find at least one per region. Use your time wisely.
- Circulate as students work, checking to see that they are writing down the correct information. Re-teach after first trade if necessary – have a successful student pair demonstrate the work.

PART C

- Now let's plan how your region will trade! You will create a TRIANGULAR TRADE Route and offload your exports and obtain some imports. At this time, the tradespeople wanted to maximize time on the boat, meaning they tried to get to more than one place in a trip and export and import as many goods as possible in one trip.
 - Why did they do this? Answer: It was a dangerous trip and very expensive. If you were going to spend all this money to get the goods, the goal was to do as much as possible in one trip. You made more money this way and obtained more goods for the region at one time.
- Your group is going to create as many trade routes as you can now. To accomplish this task you need your trading sheets, but you also need to know what else other people need that you do not have, so you can use the packets with the summary of what the other regions need at the bottom of each sheet. Let me show you:
- **MODEL:** I want to create a Triangular Trade Route for New England. Here are the facts:
 - (Use the product cards or words to show the facts)
 1. I have fish and whale oil. I need molasses to make rum and sugar. Where can I get the imports of rum and sugar? Where can I export the fish and whale oil? (See if students can help here)
 2. The West Indies needs fish and whale oil, so does England. The West Indies has molasses and sugar.
 3. England needs whale oil. England also needs sugar (I gleaned this information from the packet). What can I get from England? Let me use the guide.
- Use the attached chart worksheet or chart paper to create a Triangular trade route. If you use the worksheets, have extras on hand or make a double-sided copy with two blank charts to give students a chance to make more than one route.
 - **SIMPLIFIED** – Just focus on trading goods at a one-to-one ratio. The region has to make sure they have enough product cards to make the trades and can get enough goods to make the trip worthwhile.
 - **MORE CHALLENGING** – Focus on how much the items are worth. How many fish should be traded for a gun?

My trade route looks like this:



- Look at how many trades I did in just one trip!
- Now you and your group members can try it out. When your group finishes, check your work. Then try another trade. Be prepared to share one route with the class. Your fellow tradespeople will check your work!

OPTIONAL:

- Create an incentive chart for the most items traded in one route. For example, each import and export is worth one point. If you import and export more than 7 items, your group gets a bonus of 5 points, 8 items = bonus of 10 points, etc. The group with the most number of points gets a certificate for **COLONIAL TRADER OF THE DAY!**

Summary: Discussion

- How did you decide what to trade and who to trade with?
- Share your trade route.
- Do you think that the West Indies was the only port to get sugar and molasses in the world? (This can lead into discussion of trading with other regions beyond the 5 today)
- What was easy about making the route? What was challenging?

Assessment:

1. Collect the Triangular Trade Route poster or worksheet from each group.
2. Complete exit slip with the following question:
 - List at least 3 reasons why regions need to import and export goods.
 - How did trade regulations placed on the colonies affect the colonies and England?

Home Learning:

Read pages 23-24 about Unlawful Trade (in the PDF). Answer the question in complete sentences, using details from the article to support your answer.

If you were a colonial merchant, what would you do, follow the law or rebel against the law, and why?

Name:

Imports and Exports for _____ Region

Date:

Directions: Read the page about your region and use the product cards to fill out the first column on the charts below. Write in every resource or good you have or will produce to EXPORT and the resources and goods you need to IMPORT.

Resources/goods you have or produce to EXPORT	Who needs to IMPORT these goods/resources
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Resources/goods you need to IMPORT	Who wants to EXPORT these goods/resources
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Name:

Date:

Triangular Trade Routes for _____ Region

Directions: Use your trading sheets with exports and imports and your packet with summaries of the regions to help you create the best trading routes. Remember that it's a dangerous and expensive voyage – so make as many trades as you can in one trip!

YOUR REGION:

REGION TO TRADE WITH:

EXPORTS:	IMPORTS:
----------	----------

EXPORTS:	IMPORTS:

REGION TO TRADE WITH:

EXPORTS:	IMPORTS:

Name:

Date:

EXIT SLIP

Directions: Answer the following questions in complete sentences using your notes and packet from today to support your answers.

1. List at least 3 reasons why regions need to import and export goods.

2. How did trade regulations placed on the colonies affect the colonies and England?

Lesson: Triangular Trade (Day 2)

Objective: *Students will be able to:*

- Summarize how the slave trade was a part of Triangular trade and the experience in the Middle Passage in 2-3 sentences.
- Read primary sources and use the sources to support a written description of the point of view of an enslaved person in 2-3 sentences.

Homework assignment for the night before, used to discuss the do now:

Discuss with a partner – did you decide to unlawfully trade or trade within the regulations set forth by England? What are the pros and cons for your decision?

Discussion:

Discuss the questions and why unlawful trade could be dangerous, but more profitable and useful.

Vocabulary: *Middle Passage, enslaved people,*

You can introduce the words at the beginning and have students create a vocabulary page. Students can fill it in by figuring out what the words mean in context of the readings.

Materials:

- Chart Paper
- Markers
- Teacher Copy of the PDF from Dropbox (see box to the right)
- Copies of the Triangular Trade article and the map in the Dropbox folder
- Copies of worksheets in this lesson
- Notebooks
- Pencils
- Map of the west coast of Africa (use the NYSTROM atlas)
- Overhead or image for Smartboard of page 36 of PDF - Slave Ship diagram

Technology Resources:

- Smartboard
OR
- Overhead projector
OR
- ELMO

Dropbox Files:

- Triangular Trade.pdf in Dropbox, (SS Unit 2: Optional Folder: Activities, Lessons Folder: Triangular Trade Folder) – all page numbers are referenced in this text.
- Triangular Trade map.docx in the same folder

Introduction to New Material (lifted and paraphrased from 9 of PDF)

Use the map of the west coast of Africa (if possible, show on an overhead, ELMO or scan and show on SmartBoard)

- Triangular Trade also involved the slave trade. (Look at the map). Let's look at the ports on the coast – find, Dakar, Senegal; Accra, Ghana; and Ouidah, Benin. English tradespeople and American colonists traded goods in exchange for people who had been enslaved.
- Slavery in Africa already existed – nations or villages went to war and the victorious group kept the prisoners they captured from the other side during the war and enslaved them. Slavery was not based on the color of the person's skin in Africa. Caribbean and Southern plantation owners wanted cheap labor to work in the fields where tobacco, sugar cane, and rice were planted.
 - Why didn't the plantation owners use indentured servants instead? (It was more expensive and the indentured servants were paid in land and/or goods after their service. Less and less people were coming from England as indentured servants.)

Activity:

- Read the article about Triangular Trade (or an excerpt from your own choice of readings) to describe how

Triangular Trade included enslaved peoples.

- *Let's look at the map to get a better idea of how the trades worked. Review the map and discuss.*

Activity: (Document One from PDF, excerpts from "The Interesting Narrative of the Life of Olaudah Equiano", Document Two, "Profits from the Slave Trade" and Appendix Three, a diagram of a typical slave ship.)

1. The document has two columns – one for the original language and one with contemporary English. Students can read in pairs or you can read parts of the document as a group. Guiding questions:
 - a. Based on readings 1 and 2 – what were the conditions of the slave ship. Can you infer any other punishments or way of life based on the reading? (*Show the diagram of the ship on page 36 to show the students how the enslaved people were situated below the deck.*)
 - b. In reading 3, how does Equiano point out the difference between the values of the people selling enslaved people and the actions of the people?
 - c. Based on the reading, how would you describe the point of view from an enslaved person?
2. Read the "Profits from a Slave Trade" using overhead or Smartboard.
 - a. What does this document reveal about the Middle Passage and the profits that were made in the slave trade?

OPTIONAL ACTIVITY:

1. Read the excerpts from John Newton's "Journal of a Slave Trader" (document three in the PDF) to the class. Explain that John Newton was a slave trader for 9 years. He returned to England, became a minister and an abolitionist. He wrote the hymn, "Amazing Grace". Post the first stanza on the board:

Amazing Grace! How sweet the sound
That saved a wretch like me!
I once was lost, but now am found;
Was blind, but now I see.

2. Guiding questions:
 - a. Knowing what you know about John Newton, what do you think he is trying to communicate in the first stanza?
 - b. How did his experiences with the slave trade change his life?

Independent Activity and Assessment:

Complete worksheet with the following questions:

1. *Summarize how the slave trade was a part of Triangular trade and the experience in the Middle Passage in 2-3 sentences.*

Choose a question based on the readings:

2a. Pretend that you met Olaudah Equiano. What would he tell you about the experience on the slave ship and his experience at the auction for selling enslaved people? Answer in 2-3 sentences.

2b. Assume that Olaudah Equiano and John Newton met in London in 1789 (after John Newton became an abolitionist). Write a short dialogue of the meeting. What would each person have to say about his different experiences on a slave ship? Write at least 2-3 lines of dialogue for each person and include information from the readings.

Home Learning:

Optional – choose another article or text for the students to read and answer questions on. Resources can be found on page 37 of the PDF.

Name:

Date:

Triangular Trade and the Middle Passage

Directions: Read each question carefully. Answer in complete sentences using the information from the pages we read to support your answers.

1. *Summarize how the slave trade was a part of Triangular trade and the experience in the Middle Passage in 2-3 sentences.*

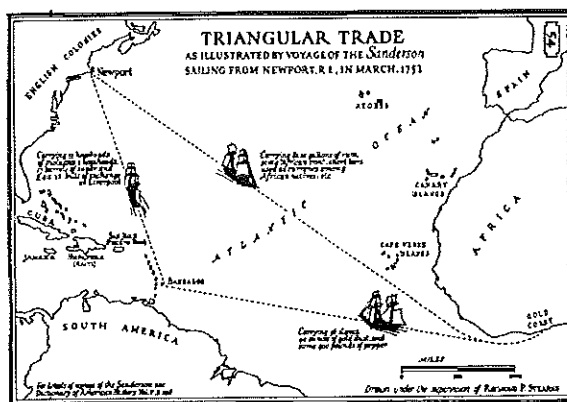
Choose a question based on the readings:

- 2a. *Pretend that you met Olaudah Equiano. What would he tell you about the experience on the slave ship and his experience at the auction for selling enslaved people? Answer in 2-3 sentences.*

- 2b. *Assume that Olaudah Equiano and John Newton met in London in 1789 (after John Newton became an abolitionist). Write a short dialogue about the meeting. What would each person have to say about his different experiences on a slave ship? Write at least 2-3 lines of dialogue for each person and include information from the readings.*

The early days of the American economy were filled with trade routes stretching across the Atlantic in seemingly all directions. As with trade between European countries, the goods coming into and out of America tended to be part of a pattern. The money paid for one set of goods would be used to pay for another set of goods, and so on. Also at this time, goods were traded for each other, in a barter system.

In early American settlement, goods came from two main sources: England and Africa. This came to be known as Triangular Trade.



(Click on map to see a large version in a new window.)

A typical shipment of goods from Great Britain would consist of any or all of beads, cloth, hardware, rum, salt, or weapons. The shipment would go to Africa, where the goods would be traded for people who were enslaved.

A ship leaving Africa for America would contain hundreds of enslaved people, tightly packed in horrific conditions for the journey to their new "home."

Once in America, the ship would unload the slaves and take on any or all of molasses, rum, sugar, or tobacco and then head to Great Britain, completing the Triangle. (It should be said here that not all ships made this giant triangular trip. Many ships did no more than sail back and forth from America to Africa and vice versa or from England to Africa and vice versa. The description of the Triangular Trade deals more with the goods as a whole.)

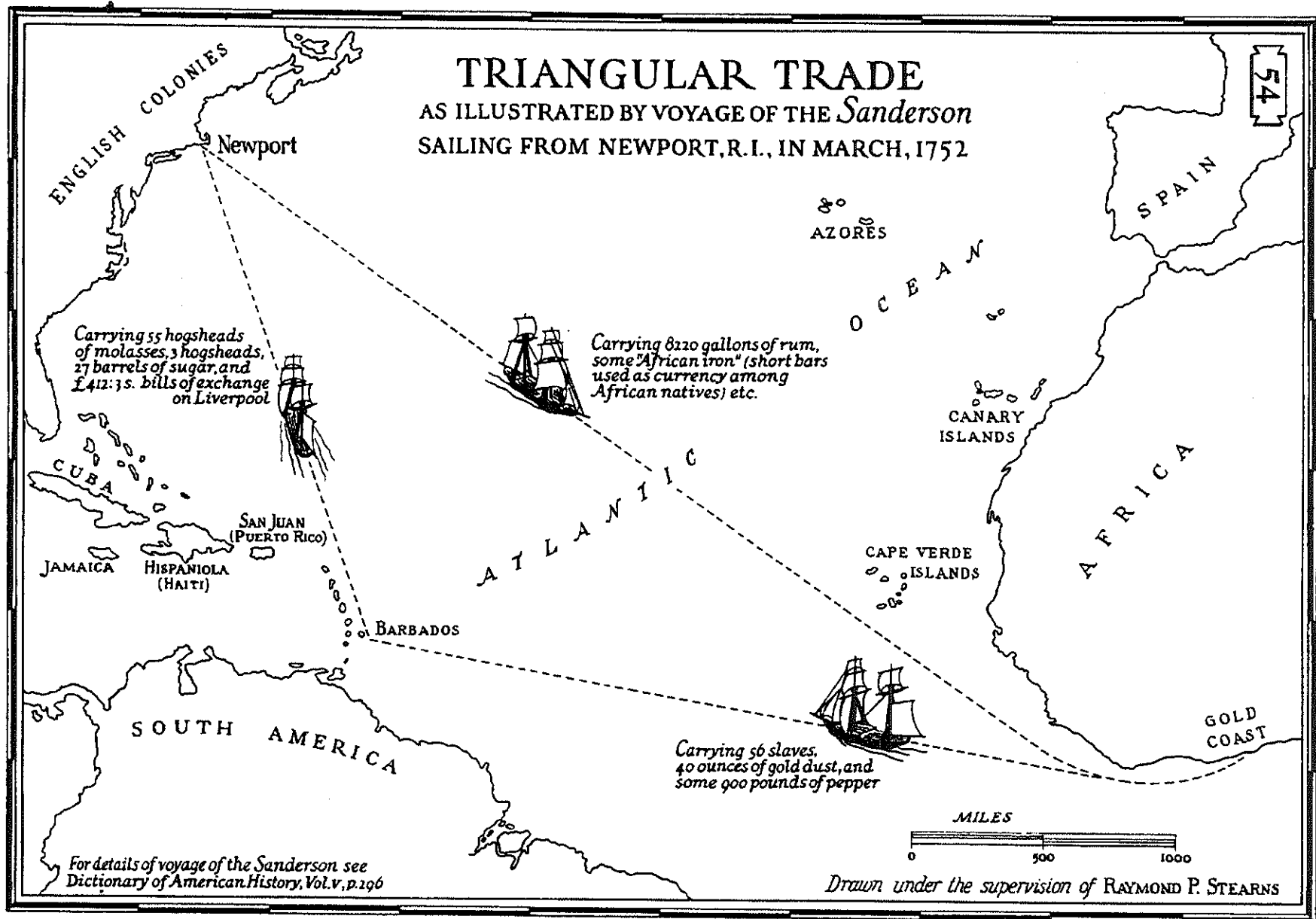
Some of the ships coming to America sailed straight to ports along the Eastern Seaboard, although some stopped in the Caribbean or Brazil, where there were large slave plantations.

The number of Africans shipped as slaves to America has been conservatively estimated at 10 million. That number doesn't include the thousands who died along the way. Some estimates have concluded that 15 to 25 of every 100 Africans died on those voyages. The practice of slavery had a history of hundreds of years. It was made illegal in America in 1807, although it continued in small part for many years after that.

TRIANGULAR TRADE

AS ILLUSTRATED BY VOYAGE OF THE *Sanderson*
SAILING FROM NEWPORT, R.I., IN MARCH, 1752

54





TRIANGULAR TRADE



Grade 5 United States History and Geography

I. Standards Assessed

History-Social Science Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- (5) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system. . . .
- (6) Describe the introduction of slavery into America, the responses of slave families to their condition. . . .

History-Social Science Analysis Skill Standards

Chronological and Spatial Thinking

- (4) Students use map and globe skills to determine the absolute location of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- (5) Students judge the significance of the relative location of a place (e.g., proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point-of-View

- (1) Students differentiate between primary and secondary sources.
- (2) Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

II. Teacher Background Information

In the seventeenth and eighteenth centuries all major European powers had adopted a mercantile policy. The logic behind mercantilism was that a state must have a "favorable balance of trade" so that gold and silver would not flow out of the country to purchase needed manufactured goods or food from foreign countries. In order to limit its foreign imports, a state "should encourage manufacturers, through subsidies and monopolies if need be; it should develop and protect its own shipping; and it should make use of colonies as sources of raw materials and markets for its own finished goods."¹ In essence mercantilism came to mean that colonies existed for the good of the mother country.

The Dutch used the turmoil in England during the Civil War (1642–1646) to make inroads in colonial trade. Once the war ended with Oliver Cromwell installed as Lord High Protector, the English sought to regain control over colonial trade and commerce. In 1651 Parliament adopted a Navigation Act requiring that all goods imported into England or the colonies must arrive in English ships. In addition the majority of the crew must be English. Colonists were considered Englishmen and colonial ships, English ships under the 1651 Act. When the Stuarts were restored to the English throne the new Parliament of Charles II adopted Cromwell's mercantile policy.

Parliament in 1660 decreed that ships' crews must be three-quarters English rather than a simple majority required in earlier legislation. The law also required that certain specified goods must be shipped only to England or the colonies. These "enumerated" goods were tobacco, cotton, indigo, sugar, and a few other items. Later rice, naval stores (pine tar and pitch to caulk seams of sailing ships), hemp for rope making, copper ores, and furs were added to the list of enumerated goods. In 1663 Parliament further required that all colonial goods had to be shipped directly to England. When goods arrived a duty or tax had to be paid before reshipment to another country. Ten years later Parliament passed another ordinance requiring that every colonial sea captain loading enumerated goods must provide a bond to guarantee that the ship would dock in England. If the ship was destined for another colony, the captain was to pay a bond, roughly equal to the duty paid in England, before the ship could sail. If the goods did not arrive at the designated port, the bond was forfeited and the ship could be seized.

In 1676 the English government sent Edward Randolph to Boston to check on the enforcement of the Navigation Acts. When Randolph returned to England he informed Parliament that Massachusetts officials insisted that under their charter "the legislative power is and abides in them solely to act and make laws." Randolph was sent back to Boston as the king's collector of customs; however, colonial merchants and shippers continued to ignore the Navigation Acts. In 1684 an English court decision annulled the Massachusetts charter and the government was placed in the hands of a special royal commission. In 1685, on the death of King Charles II, his brother James, Duke of York, became King James II. The new king sent Sir Edmond Andros as the royal governor of

¹ George Brown Tindall and David E. Shi, *America: A Narrative History*, 3rd edition (W. W. Norton, 1992), 141.

The trade was more complicated than the name suggests. Many of the voyages involved trading at more than three ports while others were between only two ports. In some cases ships would not return home for a year or longer. "Triangular trade" permitted North American colonists to obtain needed English manufactured goods without spending hard currency that was in limited supply. The trade was extremely profitable. Some merchants traded directly with the French, Spanish, and Dutch. Although a violation of the Navigation Acts, this trade offered a greater profit. With a policy of salutary neglect, merchants were virtually free to do as they pleased. Occasionally bribing a custom's office was all that was necessary to reap the rich rewards of this illegal trade.

Most of colonial traders on the eve of the American Revolution were involved in smuggling to avoid restrictions placed on trade by the Navigation Acts. In order to pay the huge war debt after the French and Indian War (Seven Years' War) Parliament passed a series of measures to raise funds. Britain began a policy of enforcing the Navigation Acts moving away from the earlier policy of salutary neglect. Colonial merchants who had for years avoided the Navigation Acts considered these measures intolerable and protested, resulting in a confrontation with the Mother country.

III. Materials Needed

- Large sheets of paper for constructing a floor map of the North Atlantic.
- Card stock paper for printing Product Cards and Chance Cards.
- Copies of a map of the Atlantic World with latitude and longitude.

Materials Provided in this Packet

<u>Transparency One</u>	English Trade Regulations
<u>Transparency Two</u>	Trade Activity Rules
<u>Student Handout One</u>	Trading Profiles for: <ul style="list-style-type: none"> Group 1 New England Colonies Group 2 Middle Colonies Group 3 Southern Colonies Group 4 West Indian Colonies Group 5 England
<u>Student Handout Two</u>	Unlawful Trade
<u>Document One</u>	Excerpts from: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>
<u>Document Two</u>	Profits from the Slave Trade
<u>Document Three</u>	Journal of a Slave Trader

IV. Lesson Activities

1. Before beginning the lesson have students complete a homework assignment in which they list ten items they have in their rooms at home. These could include clothing, games, toys, furniture, or decorative items. Next to each item on the list ask students to write the name of the country where the item was made. If they are unable to determine the place of origin, write "unknown" next to the item.

On the following day compile a class list of items and their place of origin. Where were most of the listed items made? Ask students why so many items that they have were made in other countries. Use this introduction to the lesson to explore the importance of trade in our world today. Students should be able to explain why countries trade with one another.

2. Using large sheets of paper have students construct an outline map of the North Atlantic from 60 degrees north latitude to the equator and place it on the floor in the center of the classroom. Students should include on the map the Atlantic coast of North America locating the port cities of Boston (Massachusetts), Newport (Rhode Island), New York City, Philadelphia (Pennsylvania), and Charleston (South Carolina); the English Caribbean cities of Kingston (Jamaica), Bridgetown (Barbados), Nassau (Bahamas), and the port of Bristol, England. As a review of latitude and longitude you may wish to only give students the latitude and longitude and have them determine the city and locate it on the map they have constructed.

Teacher Reference

Latitude and Longitude

The coordinates given below include degrees and minutes. If students have not used minutes [60 minutes in a degree] in previous work with coordinates, round off the number to the nearest degree; for example, the coordinates for Boston would be given as 42N 71W.

Boston	42.22N 71.5W	Bridgetown	13.05N 59.30W
Charleston	32.46N 79.56W	Bristol	51.26N 02.35W
Newport	41.29N 71.19W	Kingston	18.00N 76.50W
New York	40.45N 74.0W	Nassau	25.05N 77.20W
Philadelphia	39.57N 75.10W		

Source: http://www.mapsofworld.com/lat_long/index.html

3. Introduce the lesson on Triangular Trade by reviewing the series of English laws that regulated trade. Transparency One, "English Trade Regulations," and discuss the regulations with the class. You may wish to relate some of the information about the Navigation Acts in the Teacher Background Information (page 3). Ask students

6. Debrief. Discuss what took place during the trading rounds. Ask students how the trade might differ if English colonists were permitted to trade directly with France, Spain, and Holland. Distribute Student Handout Two, "Unlawful Trade" to each group. As a class, discuss how the trade might differ if colonists disobeyed English trade laws. During discussion, pose questions such as:
 - What are the risks and consequences of illegal trading?
 - Would you be willing to take the risk?
 - What measures do you think the English Admiralty Courts would take to punish smugglers?

If time permits, in lieu of the class discussion on illegal trading, you may prefer to conduct a new round of trading. If so, you will need to assign students to represent France, Spain, and Holland during this trading round. Follow the same procedure, this time giving students the option of conducting both legal and illegal trade. The group representing England should try to enforce the trading laws but can only do so in one out of every six trades. Students representing the colonies should realize that there are consequences involved in conducting illegal trade but the profits from such trade might make the risk less daunting. Conclude with another debriefing session.

7. Tell the class that Triangular Trade also involved the slave trade. Refer to the large floor map that students constructed and point out the west coast of Africa. Locate the ports of Dakar, Senegal; Accra, Ghana; and, Ouidah, Benin. Tell students that England and the American colonies sent goods to West Africa in exchange for people who had been enslaved. It is best not to include this human trade during the trading activity. The slave trade should not be introduced in a game-like setting.

It is important for students to understand that slavery in Africa and much of the world at that time was the result of a defeat in a war and was not based on race. Caribbean and Southern planters wanted cheap labor to work their sugar cane, tobacco, and rice plantations. Ask the class to consider why planters were reluctant to continue using indentured servants. Refer students to earlier lessons on settlement in which indentured servants were introduced. Have students consider several factors:

- plantation owners would need to provide indentured servants with some land or goods after they completed their service
 - with improved living conditions in England it was more difficult to get people to go to the colonies as indentured servants
 - stories about terrible conditions that existed in the colonies caused fewer Germans to agree to come to the English colonies as indentured servants (specifically refer to the Gottlieb Mittleberger reading in "Pennsylvania Colony: The Holy Experiment")
8. Set the stage for a discussion of the slave trade using the term "Middle Passage." You may wish to use Tom Feeling's *The Middle Passage* (see Suggested Readings, page 37) to help explain the term and the horrid conditions that existed on the voyage with a

English Trade Regulations

The English Parliament passed a number of laws at different periods of time to control trade. These laws were to make sure that England benefited from the trade.

1. All goods that were to be shipped to England or to the colonies had to be on English ships.
2. The majority of the crews on these ships had to be English. This was later changed to require that three-fourths of the crew had to be English.
3. Some goods from the colonies could be shipped to foreign countries. But, tobacco, cotton, indigo, sugar, rice, naval stores, and furs were not to be shipped to a foreign country.
4. Later, English law required that all goods that could lawfully be shipped to a foreign country had to first be unloaded in England and a duty paid before the goods could continue to the foreign country.
5. The captain of a colonial ship carrying goods to another English colony had to declare his destination and put up money as a bond equal to the duty that would be charged. This bond was to guarantee that the ship was taking goods to that port and no other place. Once the ship carried the goods to that port and returned home, the bond money would be returned. If the ship went to a foreign port, the captain would lose the money he put up as a bond and his ship could be taken by the government.
6. Governors of each of the colonies were to make sure that these acts were carried out. English customs officers could issue writs of assistance for ships and warehouses to make sure the laws were being obeyed. They did not need to say what place was to be searched or what they were looking for as usually required for search warrants. If a ship captain was arrested he could no longer be tried in a regular court with a jury of local people. He was to be brought to a special court before judges appointed by the King and Parliament.

New England Colonies

Massachusetts, New Hampshire, Rhode Island, and Connecticut

Farms in New England are not good for producing crops such as tobacco, sugar cane, or rice. Farms do produce some wheat, but barely enough to provide for the needs of the people in these colonies. You have a number of small ships used for fishing in the North Atlantic Ocean. You have more fish than your people need. Some fish is dried in the sun or salted to store.

You do have lumber for shipbuilding and have some very good ports from which to trade. There are a number of people employed in building ships and as sailors to work on these ocean-going ships. As a way of making money, you can make deals with other colonies to ship goods for them. Two of your important ports for trading are Boston (Massachusetts) and Newport (Rhode Island).

Rhode Island and some of the other New England colonies have established plants or distilleries where they make rum from molasses. Since you do not have molasses you have to get it from the islands in the West Indies. Before you can trade 1 unit of rum you must first acquire 2 units of molasses.

Your major items of trade are fish, whale oil, and lumber. You need to import some food supplies such as sugar, rice, and wheat. Of all the goods that you have to trade, you should make a better profit on rum provided you can obtain molasses.

You must make a profit on the goods that you trade in order to import the goods that you need. One way you can pay for goods that you need to purchase is by using your ships to transport goods to other places for a profit. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Wheat and Grains (1)	Sugar (1)	Fine Furniture (1)
Books (2)	Silver (1)	Guns (1)
Gunpowder (1)	Citrus Fruit (2)	Tobacco (1)
Naval Stores (2)	Clothing (1)	Cattle (1)

Middle Colonies

New York, New Jersey, Pennsylvania, and Delaware

Farms in the Middle Colonies produce large quantities of wheat and corn, much more than they can use. Some tobacco is grown in Delaware but not enough for export. You have some shipbuilding and can use your ships for trade. Two of your important ports for trading are Philadelphia (Pennsylvania) and New York City (New York).

You have a good trade with Native Americans for furs. You can use these furs for export. They usually bring a high price in England. People in other parts of Europe would be willing to pay even more for these furs than the English. Pennsylvania and New York have an ample supply of timber for shipbuilding. You also have plenty of wheat and grains and cattle for export. Sugar is an expensive item in England. If you can trade some of your products in the West Indies for sugar and then take it to England you can trade it for manufactured goods you need. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Sugar (1)	Fine Furniture (1)	Books (1)
Silver (1)	Guns (2)	Gunpowder (2)
Citrus Fruit (1)	Tobacco (1)	Tools (1)
Clothing (1)	Rum (1)	Whale Oil (1)

Southern Colonies

Maryland, Virginia, North Carolina, South Carolina, and Georgia

Tobacco is the major crop in most of the Southern colonies. Maryland has a fishing industry that can supply sea food for trade. North Carolina produces naval stores (pine tar and resin) needed for ship building. South Carolina produces large quantities of rice and some indigo, a blue dye obtained from plants, and some silk. Beaver and other furs are obtained from trade with Native Americans. You must rely on other colonies or England to ship most of your products. Your most important port cities are Charleston (South Carolina) and Savannah (Georgia).

Countries all over Europe want tobacco from your colonies and are willing to pay more than what you can get for your tobacco in England. You grow much more tobacco than you can sell in England so that the price has fallen to only one penny a pound. There are also high taxes on tobacco.

England wants all the indigo you produce for dyes in order to make clothing more attractive. The English also need naval stores (tar, resin, and other products from pine trees) needed in building ships. The New England colonies also need naval stores for their shipbuilding industry. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Sugar (1)	Fine Furniture (1)	Books (1)
Silver (1)	Guns (2)	Gunpowder (2)
Tools (1)	Whale Oil (1)	Wheat and Grains (2)
Clothing (1)	Rum (2)	

English West Indian Colonies

Jamaica, Barbados, Bermuda, and other islands in the Caribbean Sea

The islands of the West Indies have large sugar cane plantations. The sugar cane is made into sugar. Sugar is expensive and in demand all over the world. During the process of making crystallized sugar, molasses, a dark brown syrup, is produced as a waste product. Molasses is sold for much less than the crystallized sugar. French, Spanish, and Dutch colonies in the West Indies also grow sugar cane. You want to make sure that the North American colonies purchase sugar and molasses from you and do not buy cheaper molasses from the French, Spanish, or Dutch. You need a large number of workers to plant and harvest the sugar cane. Very few of the native people have survived so there are not enough people willing to do this difficult work.

You also have a supply of citrus fruits. Citrus supplies the vitamins needed during long sea voyages.

You have few ships to use in trade and must rely on the New England colonies or English to ship your trade goods. You have a number of port cities; the most important are Kingston (Jamaica), Bridgetown (Barbados), and Nassau (Bermuda). Try to work out the best trade deals you can.

These are the items and quantities you need to import from other places:

Fine Furniture (1)	Books (1)	Silver (1)
Guns (1)	Gunpowder (2)	Fish (1)
Whale Oil (1)	Wheat and Grain (2)	Rice (1)
Clothing (1)	Cattle (2)	Rum (1)

England

You represent the merchants and traders of the Mother Country, England. You believe that your colonies exist for your benefit and should supply you with the products you need. You control most of the manufactured goods needed in the colonies.

England has a fleet of ships to carry on trade but needs naval stores to maintain the fleet and lumber to build more ships. Citrus fruits are also needed. Citrus supplies the vitamins needed during long sea voyages. You can make deals to ship products for your colonies.

The goods you manufacture sell for higher prices than the products you import from your colonies. Your colonies are not permitted to trade with another country without your permission. But, as the Mother Country, you can trade with France for furs, Spain for citrus, and import lumber for ship-building from Eastern Europe. Parliament can pass laws controlling trade and has the power to place taxes on goods such as tobacco. You can charge duties on goods if it becomes necessary to bring in more money. Chance Cards that require a duty are paid to you.

In order to come out ahead you will need more products than any one of your colonies so you should try to make the best deals possible.

These are the items and quantities you need to import from your colonies:

Tobacco (2)	Indigo (2)	Silk (1)
Whale Oil (1)	Furs (2)	Lumber (2)
Naval Stores (3)	Sugar (3)	Wheat and Grains (1)
Rice (1)	Cattle (1)	

Unlawful Trade

A colonial merchant might ask, "Why can't I trade with some other country?" An English merchant would probably respond, "Colonies exist for the good of the Mother Country."

If England needed something the colonies should supply these goods. If England did not need colonial goods they might let the colonies sell to other countries. But, first they must be sent to England where a tax would be collected. Once the tax was paid, the goods could be reloaded on the ship and sent to another country. This meant that the colonial merchants made less profit.

Some colonial merchants broke the law and sent their goods to European countries without first stopping in England. To stop this, the English Parliament required that merchants put down money equal to taxes that would be charged in England before they could ship goods anywhere. The money would be returned only after the ship came back and could prove that the goods were sent to England or to another English colony.

Sugar and Molasses

Colonial merchants could make more money if they could buy cheaper sugar and molasses from French, Spanish, or Dutch colonies in the West Indies. Merchants in New England wanted to buy cheap molasses to make rum. They could then make a higher profit from the rum they would sell. A New England merchant would ask, "Why can't I buy molasses from Spanish, French, or Dutch colonies in the West Indies?"

Manufactured Goods

The English colonies were not permitted to trade for manufactured goods in Europe. Some of these goods sold much cheaper than the same goods made in England. The English would permit colonists to buy some foreign manufactured goods but only if they were first shipped to England. In fact, England would sometimes buy manufactured goods in Europe and then sell them to the colonists at a profit. Colonists had to pay a high price for manufactured goods. A colonial merchant would ask, "Why can't I trade for weapons and other manufactured goods with France?"

The Interesting Narrative of the Life of Olaudah Equiano

Olaudah Equiano was born in West Africa and sold into slavery to another village. He was later captured and sold to European slave dealers. His name was changed to Gustavus Vasa. Equiano was taken to the West Indies. He was later sold to a merchant who sent him up and down the coast of America selling goods. During this time he made some money for himself and saved it until he could buy his freedom. He wrote an autobiography, *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vasa, Written by Himself*, published in London in 1793. It became a best-seller in England and America. The following readings are taken from Equiano's autobiography.

Reading 1

Equiano had been captured and sold to European slave traders. He was taken to the coast where he was loaded onto a slave ship.

[Primary Source]

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board....

...I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands ... and tied my feet, while the other flogged me severely....

[Contemporary English]

The first thing I saw when I got to the coast was a large sea and a slave ship. It was anchored in the water and waiting to be loaded. This surprised me at first and then I was filled with terror when I was carried on board the ship.

I was soon taken below deck. The smell was terrible. I had never experienced anything in my life like this. It was horrible. People were gathered together and crying. I became so sick and sad that I was not able to eat. In fact, I had no desire to taste anything. I only wished that I would die so that I would escape this terrible place. Soon, to my sorrow, two white men offered me food. When I refused to eat, one of them tied my hands and feet. The other man brutally beat me.

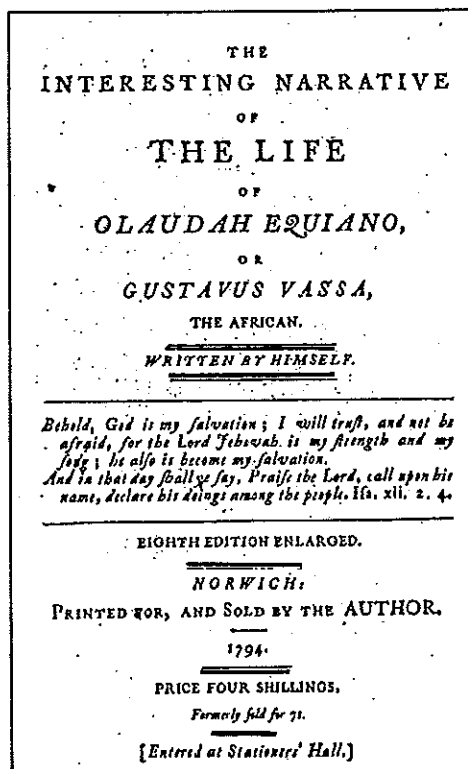
Reading 2
[continued]

[Primary Source]

thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate, hardships which are inseparable from this accursed trade. Many a time we were near suffocation from the want of fresh air, which we were often without for whole days together...

[Contemporary English]

deck they beat him without mercy for attempting to die than remain a slave. In this manner we continued to undergo more hardships than I can now tell. These terrible things are part of this horrible slave trade. Many a time we were near suffocation because we had no fresh air. We were kept crowded below deck for days.



Title page,
"The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa,
the African Olaudah Equiano" (1794)
Library of Congress Rare Book and Special Collections Division

Reading 3

[continued]

[Primary Source]

sheep in a fold...

We were not many days in the merchant's custody, before we were sold after their usual manner, which is this: On a signal given, (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel they like best. ...In this manner, without scruple, are relations and friends separated, most of them never to see each other again....

O, ye nominal Christians! might not an African ask you, "Learned you this from your God, who says unto you, 'Do unto all men as you would [have] men ... do unto you?'" ...Why are parents to lose their children, brothers their sisters, husbands their wives? Surely this is a new refinement in cruelty....

[Contemporary English]

We did not stay many days in the merchant's yard before we were sold after their usual way. The sale began with a signal like the beat of a drum. The buyers rush over into the yard where the slaves are held and choose the slave or slaves they like best. In this way, without a second thought, they separate relations and friends. Most are never to see one another again.

Oh, you so-called Christians, an African might ask you, "Did you learn this from your God, who says to you, 'Do unto all men as you would have them do unto you?'" ...Why are parents to lose their children, brothers their sisters, husbands their wives? Surely this is a new form of cruelty.



Olaudah Equiano
From the frontispiece of the book.

Journal of a Slave Trader

John Newton, a slave trader who became disgusted with the trade of human beings, wrote an account of the slave trade in *Journal of a Slave Trader*, a book published in 1788. The book was written to tell of the horrors of the slave trade and encourage people to join a movement to abolish slavery.

Thursday 27th June

....When we were putting the slaves down in the evening, one that was sick jumped overboard. Got him in again but he died immediately between his weakness and the salt water he had swallowed....

Friday 28th June

...Made a timely discovery today that the slaves were forming a plot for an insurrection [rebellion]. Surprised 2 of them attempting to get off their irons, and ... upon information of 3 of the boys, found some knives, stones, shot, etc.... Upon inquiry there appeared 8 principally concerned to move in projecting the mischief and 4 boys in supplying them with the above instruments. Put the boys in irons and... [used] thumbscrews to urge them to a full confession....

Saturday 29th June

....In the morning examined the men slaves and punished 6 of the ... [leaders], put 4 of them in collars.

Source: National Maritime Museum, Liverpool. http://www.liverpoolmuseums.org.uk/maritime/slavery/newton_around.asp

West Indies Chance Cards

<p>Smooth Sailing</p> <p>You have favorable winds. Proceed to your destination.</p>	<p>Smooth Sailing</p> <p>You have favorable winds. Proceed to your destination.</p>	<p>Smooth Sailing</p> <p>You have favorable winds. Proceed to your destination.</p>
<p>Return to Port</p> <p>The ship's crew has become ill.</p> <p>You must return to your homeport.</p>	<p>Boarded by Pirates</p> <p>Pay a bribe of one-half of your cargo in order to proceed.</p>	<p>Storms and HighWinds</p> <p>Proceed to the closest port and lose one trading turn.</p>
<p>Storms and HighWinds</p> <p>Proceed to the closest port and lose one trading turn.</p>	<p>Dangerous Currents</p> <p>Proceed to the closest port.</p>	<p>Smooth Sailing</p> <p>Use this card for a free ride.</p>
<p>Boarded by Customs Agent</p> <p>Your ship is delayed, pay a duty equal to 1/6 of your cargo.</p>	<p>Shipwreck</p> <p>Your ship ran aground. Lose two trading turns.</p>	<p>Proceed to Bristol, England</p> <p>You have been called before the Admiralty Court. Lose one trading turn.</p>

Mileage between Trading Ports

The mileage chart gives approximate distances "as the crow flies" and does not take into account navigating around land masses.

In the English measurement system, a nautical mile is 1.1508 miles. A nautical mile is 1.852 kilometers.

Trading Ports	Miles	Kilometers	Nautical Miles
Boston to			
➤Newport, RI	61	98	58
➤New York	190	306	165
➤Philadelphia	268	431	233
➤Charleston	822	1322	714
➤Nassau	1247	2007	1084
➤Kingston	1710	2752	1486
➤Bridgetown	2131	3429	1852
➤Bristol	3176	5111	2760
Bristol to			
➤Boston	3176	5111	2760
➤Newport, RI	3224	5188	2801
➤New York	3367	5418	2925
➤Philadelphia	3444	5543	2993
➤Charleston	3977	6400	3456
➤Nassau	4248	6863	3691
➤Kingston	4577	7365	3977
➤Bridgetown	4107	6609	3569
Bridgetown to			
➤Nassau	1433	2305	1245
➤Kingston	1198	1928	1041

Source: <http://www.escapeartist.com/travel/howfar.htm>

Print Resources

Benezet, Anthony. *Views of American Slavery, Taken a Century Ago*. Ayer, 1969.

This reprint contains observations of the enslavement, importing, and purchasing of Africans in 1760.

Cameron, Ann. *Kidnapped Prince: The Life of Olaudah Equiano*. Random House, 2000.

Olaudah Equiano was kidnapped at the age of 11 from his home in Benin. He spent 11 years as a slave in the West Indies, the U.S., and England. Cameron has modernized and shortened Equiano's own story while remaining true to the spirit of the original.

Feelings, Tom. *The Middle Passage: White Ships/Black Cargo*. Dial, 1995.

Artist Tom Feelings tells the story of the Middle Passage in sixty-four narrative paintings of the disease-ridden death ships that brought their captives to slavery in the Caribbean and North America.

Nardo, Don. *Braving the New World 1619-1784: From the Arrival of the Enslaved Africans to the End of the American Revolution*. Chelsea, 1994.

Nardo describes the growth of African slavery in North America during the colonial era. The book includes descriptions detailing the brutality of both the conditions on slave ships and the punishment of plantation slaves.

Internet Resources

British National Maritime Museum

<<http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular>>

This website includes a brief, readable explanation of Triangular Trade and includes maps and an interactive activity where students can create their own Triangular Trade exhibition.

The Transatlantic Slave Trade

<http://www.antislavery.org/breakingthesilence/main/Activities/03_TriangularTrade.pdf>

A classroom activity, although designed primarily for middle school students, teachers could adapt for use with advanced fifth-grade students.

South Orange & Maplewood School District
Social Studies Curriculum 3-5

Grade 5
Revolutionary War

Suggested Lessons – Revolutionary War

**** - Assignment can be used for homework**

Lesson 1 – Americans and the Revolution - Chapter 7, Lesson 1 (Pp. 267 -273)

- Preview of Chapter and Introduction of Graphic Organizer
- Complete graphic organizer on page 109 of the *Harcourt S.S. Reading Support and Intervention Workbook*. (Focus: Organizing information on people, places and events. Use page 266 in Teacher's Manual to create a graphic organizer to compare and contrast the Continental and British Army.)
- Students read in pairs or small groups.
- Discuss

Lesson 2 – Fighting for Independence – Chapter 7, Lesson 2 (Pp. 274 – 280)

- Identify the early battles, campaigns and turning points of the Revolution.
- Examine the roles of American and British leaders.
- Describe how individuals and other nations contributed to the war's outcome.
- Read and Discuss

Lesson 3 - Continue working on Chapter 7, Lesson 2 – Causes and Effects of the War.

- Biography: Bernardo de Galvez (Pp. 281)
- Primary Sources: Life on the Battlefield (Pp. 282-283)

****HW: DBQ African Americans in the War**

Lesson 4 - America the Story of Us, Episode 1, Rebels – Show clip of the Revolutionary War, time. (Found on the t: drive) OR Show a clip from Liberty Kids (on YouTube)

- Continue discussing Cause and Effect

Lesson 5 – Winning Independence – Chapter 7, Lesson 3 – (Pp. 284-289)

- Pre-read Chapter 7, Lesson 3
- Complete graphic organizer on page 113 of the *Harcourt S.S. Reading Support and Intervention Workbook*.
- Students read in pairs or small groups.
- Discuss

****HW – Life on the Battlefield DBQ found on pages 282-283 of the textbook.**

Lesson 6 – Effects of the War – Chapter 7, Lesson 4 - (Pp. 292-297)

- Review the graphic organizer from the previous day
- Discuss DBQ from HW.

Lesson 7 - Independent research for end-of-unit project.

- Teachers can use this time to teach research skills.

RESOURCE EXAMPLES:

- NYSTROM Atlas
- Facts on File on Internet

- World Book Online
- Harcourt S.S. Leveled Readers

Lesson 8 - Chapter 7, Review (Pp. 298-299)

- Students work in pairs or small groups to review the chapter.
- Students can use the graphic organizer that appears on p. 71 in the Homework and Practice book to summarize the chapter.

Lesson 9

- Continue working on the final project for the Unit.

Lesson 10 - NYSTROM Atlas (Pp. 34-37)

Lesson 11 – Continue working on Project

Lesson 12 - Continue working on the final project for the Unit.

Lesson 13 and Lesson 14 - Presentation Days

Assessment

Research: information on Loyalists and Patriots to participate in a debate on the causes and effects of the American Revolution from their viewpoints. (Attachment) **(Must be completed)**

Choice Project based assessments.

- **News Report** – Students will write a news report from a major event in the American Revolution describing what is happening, when it is happening, and why this could be an important event.
- **Article** – Students will write an article, an obituary; amend a political cartoon for a Revolutionary War Newspaper.
- **Research – A Blast from the Past** - Students will show an understanding of a Revolutionary War character by choosing an important person who lived during the war, such as Martha Washington, Patrick Henry, Thayendanegea, etc. Students will research the life of the person and his/her role in the war. Students will then present their portrayals to the class in first-person point of view. Students will focus on what their character wanted and why it was important to her/him.

Culminating Required Project – Due after completion of all Units of Study

- **ABC's of the Formation of the United States of America** – Students will complete an ABC chart of: events, people, locations, items, etc., that have impacted the formation of the United States. Students are required to list one thing for each letter of the alphabet. (X,Y,Z will count as one letter) Each letter will be accompanied with a brief explanation of no more than 2 sentences and at least 12 illustrations must be included.

Differing Views in the Colonies

Loyalists vs. Patriots

Students will research information that will represent their viewpoint as either a *loyalist* or a *patriot* as a resident of the American Colonies. Students will need to support their position with historical evidence of the reason that has that particular viewpoint.

Students need to:

- think how that person felt during that time period
- use graphic organizers for their notes
- use the research to help them with their debate

Overall question to be debated:

What were the causes and effects of the American Revolution from two different viewpoints within the colonies, the loyalists versus the patriots?

The Process:

- Students research and take notes on details that will support their particular and position for their debate.
- Students need to find three to five examples to back their evidence.
- Students need to be prepared to support their claims, and dispute the claims of the opposing views.
- Students need to use primary documents. (letters, journals, newspapers, and quotes from famous people of the time)
- **Loyalists** need to build the case that the colonists were British citizens not obeying the law from parliament and the King. (e.g. Protests against the Stamp Act, Boston Tea Party..)
- **Patriots** need to build the case that they were treated unfairly by having no representation in the British Parliament. Also, unequal demands on them as citizens such as taxes, as compared to the British citizens living in England.
- Student pairs will meet with two other pairs. Three students will be the patriots' and three will be the loyalists. Each triad will work on their opening statements and then rebuttal statements.

Different Formats:

- **Format One:** Each student will have one minute to present his/her case. Each one will present a different idea. This will go back to the other side. Then the rebuttals begin with a minute at a time. One side speaks then the next side. Teacher will be the moderator.
- **Format Two:** Same as above except pairs debate one another. The teacher is the audience and will moderate. Time-Ten to fifteen minute.

NAME _____

DATE _____

Debate Organizer



Supporters believe:	Opponents believe:
The opinion of one of my classmates is:	My opinion is:

The issue is:

Differing Views in the Colonies

Loyalists vs. Patriots

INDICATORS	4	3	2	1
KNOWLEDGE OF CHRONOLOGICAL THINKING	Students correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or insightfully interpret time lines.	Students correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or interpret time lines.	Students correctly place a few key events and/or people of the historical era they are studying into a chronological sequence and/or provide limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
ANALYSIS OF A PRIMARY SOURCE	Student has in-depth insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.
USES MULTIPLE PERSPECTIVES	Students use many historically accurate examples to compare/contrast multiple perspectives.	Student uses several historically accurate examples to compare/contrast multiple perspectives.	Student uses limited historically accurate examples to compare/contrast multiple perspectives.	Student uses few or no historically accurate examples to compare/contrast multiple perspectives.
USES ACADEMIC LANGUAGE ACCORDING TO HISTORY CONTENT	Student shows a deep understanding of historical language that is woven in an interesting way whether written or oral.	Student shows an effective use of historical language that is woven in an interesting way whether written or oral.	Student shows a limited use of historical language whether written or oral.	Student shows little or no use of historical language whether written or oral.
RESEARCH, EVIDENCE AND POINT OF VIEW	Student has a clear and knowledgeable thesis which supports the topic with research; shows an in-depth understanding of the point of view.	Student presents the thesis which supports the topic with research; shows a clear understanding of the point of view.	Student uses limited research to present the topic; shows a limited understanding of the point of view.	Student uses little or no research to present the topic; shows little or no understanding of the point of view.

Supporting the Boycott

To support the boycott against British goods, sewing groups sprang up all over the colonies. Much of the spinning, weaving, and sewing was done by girls. Twelve-year-old Anna Green was part of a sewing group at her church in Boston. Each morning, as the minister read from the Bible, Anna worked away at the spinning wheel.

Fifteen-year-old Charity Clark spun wool in her home in New York City. In a letter to her cousin in Britain, she wrote, "Heroines may not distinguish themselves at the head of an Army, but freedom [will] also be won by a fighting army of [women] . . . armed with spinning wheels."

Make It Relevant What would you have done to support the colonial boycott? Explain.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a scan of a physical document. There is no handwriting or other markings on the page.

Choose one of the following pictures and answer the question under the picture. Make sure to answer completely.

Primary Sources

Stamp Act Cartoon

Background This 1765 drawing shows colonists in New Hampshire reacting to the Stamp Act.

The straw figure represents a tax collector.

The coffin represents the wish to see the tax die.



DBQ Document-Based Question What does this drawing tell you about how some colonists felt about the Stamp Act?

Name:

Date:

DBQ: African Americans fighting in the Revolutionary War

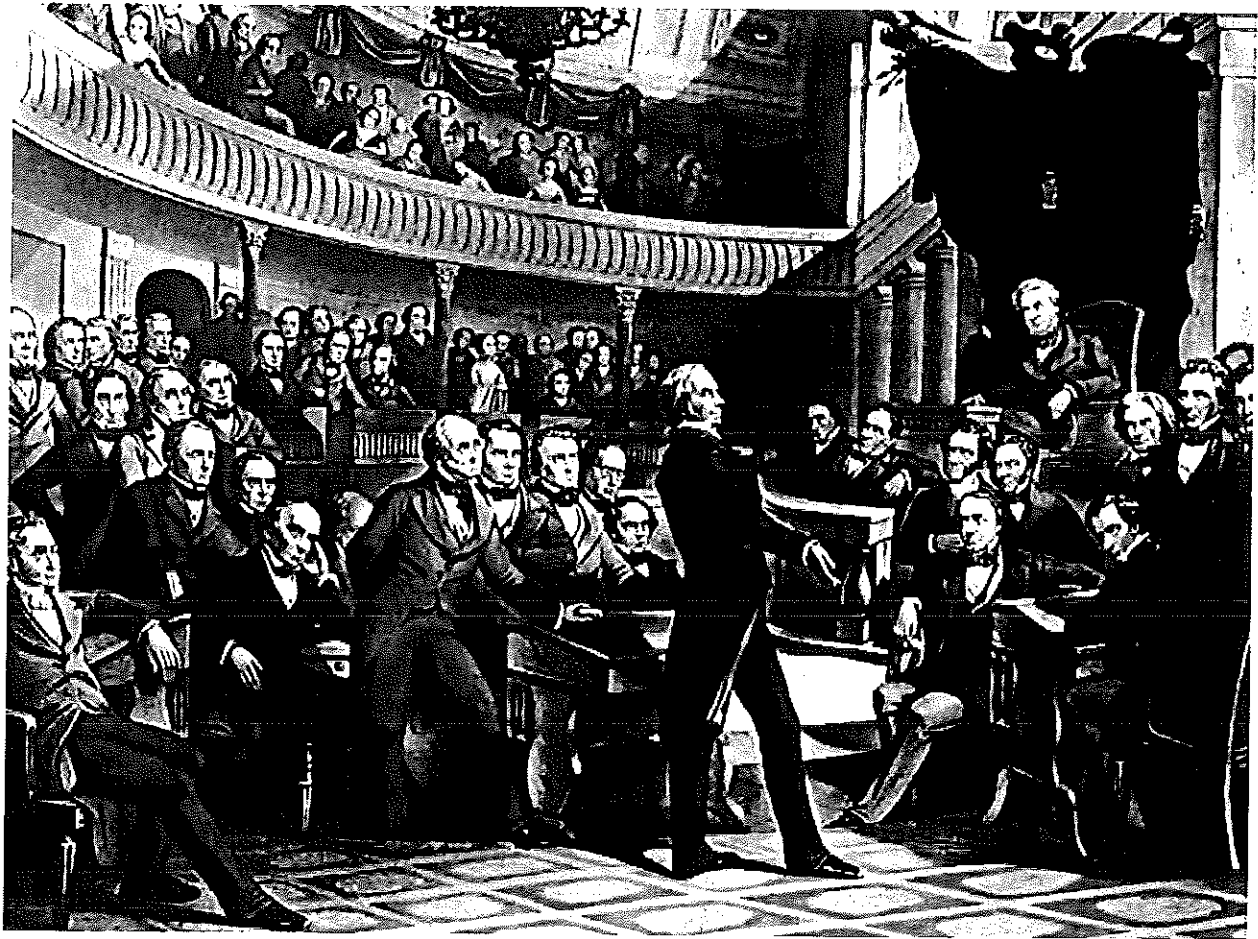


AFRICAN AMERICANS IN THE WAR: The first Rhode Island regiment fought for the Patriots. James Armistead (right) spied on the British Army.

Look at the picture and use pages 272 in your textbook to help you answer the questions below.

1. What is happening in the picture above? What is the mood of the soldiers in the picture?

2. Why did some enslaved African Americans fight in the Revolutionary War? What was the promise made to the soldiers?



RESOLVING CONFLICT Throughout the nation's history, leaders have reached compromises in order to resolve conflicts and make laws.

The writers of the Constitution had to reach many compromises to get the Constitution written. Choose ONE of the two major compromises; the Great Compromise OR the Three-Fifths Compromise and discuss the debate that led to the compromise you chose to discuss.

Things to include in your answer:

- What were the 2 points of view?
- Who introduced the compromise?(Great Compromise only)
- What compromise was reached?



Unit 3

Revolutionary War

Revolutionary War Newspaper

You are to write 3 components of a newspaper on your own. You must write an article, an obituary, and a political cartoon. When you are finished with your 3 items, you are to work with 2 or 3 classmates to put everything together and make a small "Revolutionary War Newspaper".

The teacher may assign a specific time period, such as after the battle of Concord or Lexington, etc. You are to write about the events in reporting style, in news features, obituaries and editorials, or opinion pieces. When you write editorials, you can also write an opposing piece from the colonists' point of view. News events can include eyewitness accounts of events like the Boston Tea Party or the Crossing of the Delaware.

You can type the articles at home and compile them into a newspaper in class. For greater effect, paste your articles on a tabloid-size piece of newsprint. Newspapers will be shared in small groups. (You will use Textbook, Atlas, library books, and recommended websites).

NAME _____ DATE _____

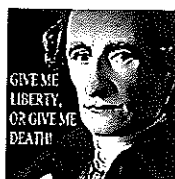
Revolutionary War Article

Description	Exceeding	Meeting	Approaching	Below
News Article - Three or more paragraphs that clearly describe an historical event accurately, identifies the who/ what/ where/ when/ why/ how and conventions are correct (spelling, grammar, punctuation)	4	3	2	1
Obituary - Choose a person to write an obituary for. It should include information about how the person died, who the family is, where the funeral will be held, and a little about their life.	4	3	2	1
Political Cartoon – Pick a topic and create a 1 box political cartoon about an event that happened during the revolutionary war	4	3	2	1
Create a Newspaper - work with 2 – 3 classmates to create a newspaper of all your work. Make sure all articles, obituaries and cartoons are properly labeled. I am working with _____, _____, and _____	4	3	2	1
Due Date - The work was handed in on time.	4	3	2	1

Comments: _____

- 307 of 309
- 4 – consistently, with reasoning, connections or extensions.
 - 3 – independently with competence
 - 2 – with support
 - 1 – of concern and below grade level

Revolutionary War Blast from the Past



In this project, you will show your understanding of a Revolutionary War character by dressing up similar to that character. You will choose an important person who lived during the war, such as Martha Washington, Patrick Henry, Thayendanegea, etc.

You will research the life of the person and his/her role in the war and write a one page biography about this Revolutionary figure with citations. You will then present your portrayals to the class in first-person point of view. You will focus on what your character wanted and why it was important to her/him.

To extend the activity, you can try to convince the class of your point of view while wearing your Revolutionary War apparel. If you wish to, and are from the opposing side, you can debate each other.

******You can pretend to be on a television program, which can be videotaped by other students during the presentations.

*******You can prepare skits in groups. You can act out major events or try to reproduce what happened during meetings such as the Continental Congress. Use your imagination and try to recreate what the different characters might have said or done during that time in history.

Resources: Textbook, Atlas, library books, internet websites and data bases.

NAME _____

DATE _____

Blast from the Past

Description	Exceeding	Meeting	Approaching	Below
Biography – A one page biography about the Revolutionary figure with citations. (Mechanics - No spelling errors. No grammar errors. Text is in author's own words.)	4	3	2	1
Clothes – Costume accurately represents the figure and historical time period.	4	3	2	1
Time - Speaks for 2 -3 minutes about the historical importance of their figure.	4	3	2	1
Oral Presentation – Speaks in first person.	4	3	2	1
Oral Presentation –Speaker makes eye contact and interacts with audience.	4	3	2	1
Oral Presentation – Information given is historically accurate.	4	3	2	1
Oral Presentation - Student is prepared to answer questions from their peers and teacher(s), pertaining to their historical figure.	4	3	2	1
Due Date - The work was handed in on time.	4	3	2	1

3- consistently, with reasoning, connections or extensions

2- independently with competence

1- with support

1 - of concern and below grade level

Comments: _____
