



## Suggested Grade 5 Social Studies Curriculum Framework

The 2020 New Jersey Students Learning Standards for Social Studies Curriculum Framework was created in order to provide a sample of how the performance expectations may be organized and implemented in each grade to facilitate a progressive understanding of the content area. It is recommended in teaching these units to infuse them with other content areas. Interdisciplinary connections support inquiry and critical thinking. The instructional framework may guide the development of curricula as well as assist in lesson planning.

### Social Studies Practices

The social studies practices presented in the standards identify skills that social scientists and citizens need to successfully navigate the world around them. There are seven social studies practices or skills that can be organized into three categories: investigating, sensemaking, and communicating and taking action. These are skills that must be explicitly taught in the social studies classroom from kindergarten through twelfth grade, increasing in complexity and rigor each academic year. Social studies instruction should be driven by the development and acquisition of skills, also known as practices. The practices identify the skills students need to construct knowledge within the content area. These seven practices are embedded throughout the performance expectations and are integrated into the student learning objectives to demonstrate grade-appropriate implementation.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing questions and planning inquiry</li> <li><input type="checkbox"/> Gathering and evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeking diverse perspectives</li> <li><input type="checkbox"/> Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenting arguments and explanations</li> <li><input type="checkbox"/> Engaging in civil discourse and critiquing conclusions</li> <li><input type="checkbox"/> Taking informed action</li> </ul>



## *Grade 5 – Unit 1: Indigenous Populations of the Americas*

### **Rationale**

This first unit introduces two recurring themes in United States history. The convergence of three worlds, European, Indigenous populations in the Americas, and Africa began with the arrival of Columbus in 1492 and the explorations which followed. This is the opening chapter of the making of the American people, a diverse ethnic, racial, and religious populations. The story continues with the unpredictable consequences of the discovery of the Americas. In this story and unit students are introduced to the recurring themes of continuity and change, perspectives, and population migrations. Students need to understand how these recurring themes are present in the greatest migration of people from Europe and Africa to the Americas, the rise and fall of powerful nation-states and empires, commercial trade and the use of forced labor, and the beginning of representative governments.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<b>6.1.5.GeoPP.5:</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	To identify the explorers from Spain, France, Portugal, Netherlands, and Britain, their areas of settlement, and the indigenous populations who inhabited the areas where they settled.	Locate the Bering land bridge and routes believed to have been taken by Asian people to North America. Identify on a map of North America the location of different Native American nations or societies.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<b>6.1.5.GeoPP.3:</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	Identify on maps the trade routes, areas of settlement, and natural resources (silver, gold, sugar) and label regions where there were conflicts or wars.	Compare how physical geography and locations affected the food sources, kinds of shelter, and economy of Native Americans.
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.4:</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	Construct a chart or graphic design to compare and contrast the cultures and political systems of the Aztecs, Inca, and Iroquois.	Read excerpts from the legends of Hiawatha and the historical records of the Iroquois, Mohawk, and Seneca nations to learn how they handled conflicts.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.4:</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	To understand the changes over time of African (Ghana, Mali, Songhay), European (Spain, Portugal, France), Aztec, Inca, and Iroquois with their populations, major cities, economies, religious beliefs, etc. from 1200-1600.	Write a short historical narrative or publish a newspaper about the culture, gender roles, beliefs, and patterns of daily life of a specific Native American society and how their life and culture changed as a result of the settlements of Europeans.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.8:</b> Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape	To understand the Lenni Lenape and Delaware Natives Americas living in New Jersey and surrounding area.	Consult with an art teacher and/or teacher of anthropology to create a museum (digital or using models) to counter the perspective that the Lenni Lenape were primitive by



	culture, is manifested in different regions of New Jersey.		illustrating their trade networks, values, government, beliefs, & social organization.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.6:</b> Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	To explain how the arrival of Europeans (Dutch, English, Swedes) impacted the Lenni Lenape living in New Jersey.	Draw upon Native American legends and myths to explain their beliefs about land, the environment, farming, and an afterlife.
Historical records are shaped by the society that the creator lived in.	<b>6.1.5.HistoryUP.6:</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	To analyze different perspectives on the impact of European colonization on indigenous populations in the Americas. (Aztec, Inca, Iroquois, Lenni Lenape, Seminole, etc.	Make a chart comparing the different perspectives between Europeans and Native Americans about land, women, beliefs, women, children, and age.

## Compelling & Supporting Questions

- ❖ ***How did the migration and settlement patterns of Native American groups influence different regions of the Western Hemisphere?***
  - What factors influenced the migration and settlement patterns of Native American groups in the Western Hemisphere?
  - How did the settlement patterns of Native American groups vary across different regions and time periods?
  - In what ways did the migration and settlement of Native American groups impact the environment and culture of different regions?
- ❖ ***How did the location of natural resources and human movement contribute to conflict and cultural exchange?***
  - What role did natural resources play in the movement and settlement patterns of Native American, African, and European groups?
  - How did competition for natural resources lead to conflict among different groups?
  - In what ways did human movement and settlement patterns facilitate cultural exchange and interaction among Native American, African, and European groups?
- ❖ ***How did the interactions among Native American, African, and European groups impact their respective cultures and societies?***
  - What were some of the key differences in gender roles, religion, values, cultural practices, and political systems among Native American groups?
  - How did the interactions among Native American, African, and European groups influence each group's culture and way of life?
  - In what ways is the influence of Native American groups, such as the Lenni Lenape, still evident in different regions of New Jersey today?



# NJ Council for the Social Studies

- ❖ *How did European colonization affect Native American populations, and how do different perspectives shape our understanding of this impact?*
  - What evidence do we have about the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey?
  - How might the experiences and perspectives of Native Americans, Africans, and Europeans differ in their accounts of colonization and its consequences?
  - In what ways do historical records reflect the biases and perspectives of the societies in which they were created, and how does this influence our interpretation of events?
- ❖ *How should students of history define the legacy of the 16<sup>th</sup> century?*
  - How did exploration impact the human rights of indigenous people?
  - How did historical circumstances contribute to the institution of chattel slavery in the Americas?
  - How did exploration change the lives of people in Europe?
- ❖ *Were the human rights violations of Native Americans and enslaved people from Africa inevitable?*
  - Is it fair to blame the consequences of disease on Columbus and other explorers?
  - Did the conflict with Native Americans begin with the ownership of land, conflicting religious beliefs, or greed?
  - Was the experience of exploration the same or different in the Americas as in Asia?

## Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing questions and planning inquiry</li> <li><input type="checkbox"/> Gathering and evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeking diverse perspectives</li> <li><input type="checkbox"/> Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenting arguments and explanations</li> <li><input type="checkbox"/> Engaging in civil discourse and critiquing conclusions</li> <li><input type="checkbox"/> Taking informed action</li> </ul>
<p><i>Trace the routes of how Asians migrated to the Americas using the Bering 'land bridge' and the places where they settled. Identify the explorers and the Native American societies they came into contact with. <b>6.1.5.GeoPP.5</b></i></p>	<p><i>Analyze the perspectives of Native American culture and the conflicts they experienced in the 17<sup>th</sup> century. Present a claim regarding the challenges Native American nations east of the Appalachian Mountains experienced</i></p>	<p><i>Present the 'big picture' of Native American settlements in North America at the time of colonial settlements in the 17<sup>th</sup> century. In your presentation focus on the culture and civilization of Native Americans. <b>Source 6.1.5.GeoPP.5</b></i></p>



# NJ Council for the Social Studies

	with the arrival of European colonists. <a href="#">Source</a> <b>6.1.5.GeoPP.5</b>	
Consider a press conference or “world’s fair” exhibit to describe the civilizations of West African, the Islamic world, and the Aztec and Incan empires. Report on their populations, major cities, economy, education, understanding of science and medicine. <b>6.1.5.HistoryCC.4</b>	Create a table or a Venn Diagram to illustrate the culture, challenges, and conflicts of Native Americans, Africans, and Europeans in North America between 1600 and 1750. <b>6.1.5.HistoryCC.4</b>	Collect images of Native Americans, Africans, and Europeans living in North America between 1600 and 1750. Make a presentation titled, “Europe Claims America” and focus on trade, location, work, conflict, assimilation, culture, etc. <a href="#">Source</a> <b>6.1.5.HistoryCC.4</b>
Gather evidence on the culture and government of the Lenni Lenape in New Jersey and the Delaware River Valley. Develop a series of probing questions (“How” and “Why”) regarding their life at the Brotherton reservation, assimilation with colonists, and the challenges they experienced. <a href="#">Source</a> <b>6.1.5.HistoryCC.8</b>	Invite representatives from the Lenni Lenape and other groups to a discussion Perth Amboy in 1714 on the 50 <sup>th</sup> anniversary of New Jersey on “How to Improve Native American Relationships.” <b>6.1.5.HistoryCC.8</b>	Make a presentation on the historiography of the Lenni Lenape culture and history. Document a minimum of five sources, write an annotated bibliography for each, include maps, and material culture. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.HistoryCC.8</b>
Create a question and answer board game with four sides (New England, Mid-Atlantic, South, Frontier) and develop a series of 20 or more questions relating to resources. (Where would we get lobsters, logs, wheat, rocks, syrup, rice, sugar, etc.) <b>6.1.5.GeoPP.3</b>	On a large map, identify the natural resources in the Americas, major rivers, mountains, and plains. Illustrate how North America was the home of established states with significant Native American populations. <b>6.1.5.GeoPP.3</b>	Publish a newspaper or create a digital presentation titled “The Importance of Geography to Living in Colonial America.” Include articles or chapters on harbors, rivers, timber, fish, stone, weather, and Resources Unknown to Europe!. <a href="#">Source</a> <b>6.1.5.GeoPP.3</b>
Gather research on specific Native American nations or tribes and create a large chart with images to showcase their religious beliefs, government, clothing, economy, leaders, values, family life, role of women and children, location, etc. <b>6.1.5.HistoryUP.4</b>	Research images about Native Americans interacting with colonial leaders or settlers. Organize these by categories to illustrate different perspectives and points of view. <a href="#">Source</a> <b>6.1.5.HistoryUP.4</b>	Construct a large chart or make a digital presentation to compare the roles of men, women, and children, different religious beliefs, forms of governance, and daily life of Native Americans, Aztec, and Incan. <b>6.1.5.HistoryUP.4</b>
Design a Report Card to prompt debate on the impact of colonial settlements on Native American nations or tribes. Give the European settlers grades (you may either group them as one or separate the Dutch, French, Spanish, and British.) Score them on Assistance, Respect, Cooperation, Education, etc. <b>6.1.5.HistoryCC.6</b>	Develop a large timeline to display regarding the major experiences or historical events between Native Americans and the British colonists from 1600-1750. Highlight Native American experiences from the Middle Colonies. <b>6.1.5.HistoryCC.6</b>	Present your investigative report on “The Harmful Effects of European Colonization on America” to the House of Commons in 1750. <b>6.1.5.HistoryCC.6</b>
As a visitor from France, interview 18 <sup>th</sup> century women, children, indentured servants, enslaved persons,	Hold a simulated meeting before the House of Burgesses or another governing group to listen to concerns from	Publish a story or the script for a play regarding the experiences of African Americans and Native Americans



# NJ Council for the Social Studies

<p><i>merchants, farmers, Native Americans, Quakers, Jews, Roman Catholics, Puritans, a governor, etc. living in the colonies about changes they want.</i>     <b>6.1.5.HistoryUP.6</b></p>	<p><i>Native Americans and African Americans. Present the following situations that deeply concern Native Americans and African American. (Wars enslavement of Native Americans, disease, relocation, respect for spiritual beliefs, Bacon's Rebellion, working conditions, slave revolts, enslavement of African Americans, protection for children and women, etc.</i>     <b>6.1.5.HistoryUP.6</b></p>	<p><i>living in colonial America. Title your story or script, "Listening to the Voices" and use authentic or fictional words to describe their joys, fears, and cries.</i>     <b>6.1.5.HistoryUP.6</b></p>
---	---	---



## *Grade 5 - Unit 2 -European Exploration and Colonization*

### **Rationale**

Although students may be primarily interested in the exploration and colonization of the 13 English colonies, it is important that they understand the impact of the Spanish and Portuguese and the reasons why the English were the last to settle colonies in the Americas. It is also important for students to understand the ‘big picture’ of European colonization regarding trade routes to Asia, especially India. The importance of commercial trade, (i.e. especially the mining of silver and gold and the cultivation of sugar and cocoa), and the impact this had on European diets, the economy, and the forced migration of Africans as enslaved laborers.

<b>Core Idea</b>	<b>Performance Expectations</b>	<b>Learning Objectives</b>	<b>Interdisciplinary Suggestions</b>
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<b>6.1.5.EconGE.5:</b> Evaluate the economic impact of science and technology innovations on European exploration.	To understand the importance of the compass, astrolabe, caravel ships, rudder, and maps in exploration.	Represent Christopher Columbus in presenting a proposal with a budget to King Ferdinand and Queen Isabella in 1492 regarding the new technology available for a voyage by sea to Asia. Use excerpts from his diary for a second report upon his return to Spain.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.	<b>6.1.5.GeoGI.2:</b> Use historical maps to explain what led to the exploration of new water and land routes.	To analyze maps to determine the time to travel by land to China and by water to Africa, India, China, and the Americas.	Create a timeline of European explorers, the nation-states they sailed for, and their destinations.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.	<b>6.1.5.GeoGI.3:</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the U.S. colonies.	To use maps and primary sources to research the travel of populations from different areas of Europe and Africa to the Americas.	Draw upon stories, passenger lists, biographies, maps, and historical records to prepare a digital presentation on the settlements of Jamestown, Plymouth, New York, Philadelphia, and Massachusetts Bay. (1607-1630)
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>6.1.5.GeoSV.5:</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.	To understand how the presence of silver and gold in the Americas led to conflict and control by conquistadores and entrepreneurs.	As a foreign news journalist from London, report on conflicts between British colonists and Native Americans. (i.e. Great Indian Massacre at Jamestown (1622), Pequot War (1636), Beaver Wars (1640-1700).



Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<b>6.1.5.EconGE.4:</b> Compare and contrast how the availability of resources affects people across the world differently.	To understand how the discovery of silver and gold in the Americas led to the economic dominance of Portugal and Spain in the 16 <sup>th</sup> century.	Provide an economic news report with graphs about the flow of money to nation-states in Europe from their colonies. <a href="#">Gold from the Conquistadores</a> , <a href="#">Potosi Silver Mining</a> , <a href="#">Trans-Atlantic Trade</a> , <a href="#">Wealth of the Dutch</a>
There are a variety of sources that help us understand the past.	<b>6.1.5.HistorySE.1:</b> Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.	To analyze the sources (letters, diaries, maps) of Dutch, French, British, and Spanish explorers on North America.	Read and analyze these primary sources and videos on the different perspectives of the reasons for European exploration. <a href="#">European Exploration</a>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.1.5.GeoHE.1:</b> Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.	Use images and historical maps to describe the effects of colonization in the 17 <sup>th</sup> century in New Jersey and along the east coast of North America.	Read excerpts from <a href="#">The Records of the East and West Jersey Proprietors</a> for the years 1660-1750 to record the expansion of human activities and new areas of settlement.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.10:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	To analyze the nation-state rivalry and the rise and fall of Spain and Portugal and the rise of France and Britain as a result of colonial settlements.	Read the account of <a href="#">The Spanish Armada</a> and report on the reasons for the victory by England. <a href="#">Rise of the Dutch</a> ,
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.5:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	<i>Duplicate Performance Expectation with CC.10.</i>	

## Compelling & Supporting Questions

- ❖ **How did science and technology innovations impact European exploration and the global economy?**
  - What were some of the key scientific and technological innovations that facilitated European exploration?
  - How did these innovations change the way Europeans explored and traded with other parts of the world?
  - What were the economic consequences of increased European exploration and trade?





- ❖ **How did the search for new trade routes and natural resources lead to cooperation and conflict?**
  - What factors motivated Europeans to seek out new water and land routes for exploration and trade?
  - How did the search for natural resources impact relationships between European colonists and Native Americans?
  - In what ways did the search for resources lead to both cooperation and conflict among different groups?
- ❖ **How did European exploration and settlement impact the physical environment and regional identities of the Americas?**
  - What geographic tools and data help us understand the factors that influenced European emigration and settlement patterns in the Americas?
  - How did European exploration and settlement change the physical environment of the Americas over time?
  - In what ways did European colonization shape the regional identities of different parts of the Americas?
- ❖ **How did the power struggle among European countries impact people living in Europe and the Americas?**
  - What were the main causes and consequences of the power struggle among European countries during the age of exploration?
  - How did the competition for power and resources among European nations affect the lives of people in Europe and the Americas?
  - In what ways do the legacies of these power struggles continue to shape the world we live in today?

## Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLSS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing questions and planning inquiry</li> <li><input type="checkbox"/> Gathering and evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeking diverse perspectives</li> <li><input type="checkbox"/> Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenting arguments and explanations</li> <li><input type="checkbox"/> Engaging in civil discourse and critiquing conclusions</li> <li><input type="checkbox"/> Taking informed action</li> </ul>
<p><i>Several members from your inner circle in Portugal have just returned from trips to Arabia and China. Report on the new inventions that you learned about and how they might be used in your new School for Navigators in Lisbon. Reference how the new technologies in science might change the course of history from the current routes by land and sea to Hormuz in the Persian Gulf. Use maps and illustrations in your presentation to Prince Henry. <b>6.1.5.EconGE.5</b></i></p>	<p><i>One groups prepares for a high level government meeting with Prince Henry and the leaders of Portugal regarding plans to start a school or university for the study of sea navigation.</i></p> <p><i>A second group prepares for a high level government meeting with the President of the United States and the Cabinet regarding plans to</i></p>	<p><i>Make plans for a World's Fair in a designated city (Mecca, Timbucktu, Genoa, Lisbon, Venice, etc.) to showcase the latest technologies and scientific information on a trip to Asia by water. Include illustrations and/or models of ships, rudders, sails, astrolabes, compasses, maps, routes, weapons, storage, etc. <b>6.1.5.EconGE.5</b></i></p>



# NJ Council for the Social Studies

	<p><i>start a school or university for the study of a trip to Mars and/or a space force to protect Planet Earth and the United States.</i></p> <p><i>Present your plans, perspectives, and make comparisons. <b>6.1.5.EconGE.5</b></i></p>	
<p><i>In 1500, most of Europe was beginning to recover from the economic depression of the second half of the 15<sup>th</sup> century (1450-1480). Develop a Special Report on “The Future of the 16<sup>th</sup> Century” regarding information from Marco Polo, Ibn Battuta, Christopher Columbus, Vasco Da Gama, Bartholomew Diaz, and others on the resources and inventions of a ‘new world,’ and the world of Africa, Asia, &amp; the Middle East. <b>6.1.5.GeoSV.5</b></i></p>	<p><i>Publish a creative newsletter with quotes and graphs of the “Top Five Cities in 1550.” Use documents, images, quotations, graphs, etc. to report on housing, education, religious beliefs, architecture, art, literature, music, government, medicine, inventions, economy, etc. Defend your ranking of these cities with evidence. <b>6.1.5.GeoSV.5</b></i></p>	<p><i>Present a structured debate regarding if the 16<sup>th</sup> Century will be “A Century Remembered for... Wars, Peace and Prosperity, Middle Class, Scientific Inventions, Power, Human Rights, etc. Present your claims before a panel of judges at the University of Paris in 1525. <b>6.1.5.GeoSV.5</b></i></p>
<p><i>Collect maps and pictures from 1600-1776 in East Coast harbors (e.g. Boston, Providence, New York, Philadelphia, Baltimore, Charleston, Savannah, etc.) and compare them with maps and pictures today. <b>6.1.5.GeoHE.1</b></i></p>	<p><i>Research maps, documents, street names, and images of life in New Jersey from 1660 – 1776 and today. Examples might include Newark Bay, Barnegat Bay, Delaware Bay, Tocks Island, Elizabeth, Newark, Hackensack, Morristown, Bordentown, etc. State claims as to the reasons for the changes over time. (commerce, railroad, automobile, etc.) <b>6.1.5.GeoHE.1</b></i></p>	<p><i>Make a digital presentation with a timeline from 1600-2025 on defined locations in the United States and New Jersey. Present information related to the population, historic importance, economy, etc. Select three or more locations in New Jersey and five or more in the United States. <b>6.1.5.GeoHE.1</b></i></p>
<p><i>Create maps with land and sea routes in 1525. Consider the Silk Road, North Africa routes to Arabia, travel from Venice to Hormuz and sea routes to Nova Scotia, Mexico, Peru, the voyage of Magellan’s crew, Da Gama, Diaz, Columbus, Cortez, Cabral, Hudson, Pizzaro, and others. <b>6.1.5.GeoGI.2</b></i></p>	<p><i>You are members of the elite School of Navigators in Lisbon and have been invited by Prince Henry to explain the advantages and disadvantages of an eastern or western maritime route in 1500. Use evidence from Bartholomew Diaz, Christopher Columbus, John Cabot, and Vasco Da Gama for your presentation. <a href="#">Source</a> <b>6.1.5.GeoGI.2</b></i></p>	<p><i>Publish a book, or a series of short books, for young children describing the voyage(s) of an explorer (Columbus, Magellan, etc.) or several explorers. <b>6.1.5.GeoGI.2</b></i></p>
<p><i>Read the letters and diaries of the explorers regarding their voyages, settlements and encounters with Natives and Africans. Develop a series of questions for an interview. <a href="#">Source</a> <b>6.1.5.HistorySE.1</b></i></p>	<p><i>Gather information about the perspectives of Italy, Spain, Portugal, France, and England on the motivations for maritime navigation to Asia, Africa, or the New World and the perspectives of Native Americans regarding their encounters with explorers and conquistadors. <b>6.1.5.HistorySE.1</b></i></p>	<p><i>Use diaries, letters, and secondary sources to gather information on the explorers and their discovery of places in the New World, Africa, India, Philippines, and China to publish a series of news reports. <b>6.1.5.HistorySE.1</b></i></p>
<p><i>Gather information for a report on the 16<sup>th</sup>-18<sup>th</sup> centuries regarding the struggle for power between 1490 and 1763. Rank the relative strength and wealth of</i></p>	<p><i>Make a list of the conflicts between the nation-states of Europe between 1500-1763, the countries involved and the victors. Use maps and/or graphs to support a claim</i></p>	<p><i>Moderate a debate among scholars at Oxford University in England in 1700, “The English colonized the New World and everyone else</i></p>



# NJ Council for the Social Studies

<p><i>the Italian city-states, Portugal, Spain, Dutch, and England over time and the reasons for their rise and fall from being the most powerful nation-state. <a href="#">Source</a></i>  <b>6.1.5.HistoryCC.10</b></p>	<p><i>of a power struggle among the nation-states of Europe. <a href="#">Source</a></i>  <b>6.1.5.HistoryCC.10</b></p>	<p>conquered it with their military and money” regarding the impact of colonization on ordinary people, including Native Americans and enslaved people from Africa. <b>6.1.5.HistoryCC.10</b></p>
<p><i>Gather information to construct a map or illustration of the diversity of populations in the American colonies. <a href="#">Source</a></i>  <b>6.1.5.GeoGI.3</b></p>	<p><i>Gather evidence to support different claims regarding the migration from Europe to the colonies in the America. Did people come to the New World voluntarily, involuntarily, or to escape fear or hardship? <a href="#">Source</a></i>  <b>6.1.5.GeoGI.3</b></p>	<p><i>Research the passengers on the Mayflower and reconstruct their lives and legacies regarding how long they lived, employment, family size, and the places where they settled. Publish your findings for five or more families in a report. <a href="#">Source</a></i>  <b>6.1.5.GeoGI.3</b></p>
<p><i>Prepare a report on the new products from Asia and the New World colonies on the lives of ordinary people and the economy of England (or Europe). Prepare a series of questions that a news reporter might ask members of Parliament or the King’s Council about mercantilism and the new products. <a href="#">Source</a> <a href="#">Source</a></i>  <b>6.1.5.EconGE.4</b></p>	<p><i>Prepare a chart for the British Parliament in 1700 regarding the importance of resources and trade between India and England and the Americas and England. <a href="#">Source</a></i>  <b>6.1.5.EconGE.4</b></p>	<p><i>Prepare a presentation on the growth of the East India Company from a small trading company to a monopoly in the 17<sup>th</sup> century. Compare the importance of the East India Company to the large corporations of Amazon, Apple, UPS, FedEx, etc. <a href="#">Source</a></i>  <b>6.1.5.EconGE.4</b></p>



## *Grade 5: Unit 3 – Columbian Exchange*

### **Rationale**

This unit introduces students to the interactions between humans and their environments. The story of settlement and colonization needs to include the destructive consequences of diseases on indigenous populations. This also provides an opportunity to discuss what cannot be predicted by historians and the inevitable challenges and consequences that are part of history. This unit introduces students to the concepts and skills used by economists to understand imports and exports, inflation, land, investment companies, piracy, and the development of social classes in the Americas. Within the context of the Columbian exchange are the consequences of poverty, the quality of life of enslaved persons, persecution, and political oppression.

<b>Core Idea</b>	<b>Performance Expectations</b>	<b>Learning Objectives</b>	<b>Interdisciplinary Suggestions</b>
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.3:</b> Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	To analyze the importance of the Columbian Exchange and its lasting impact on the environment, agriculture, and culture in both Europe and the Americas.	Create maps or illustrations to show the exchanges of food, natural resources, diseases, animals, and culture between Europe, Africa, and the Americas. Consult with a science teacher to analyze the advantages and disadvantages of the exchanges and if the diseases might have been prevented or contained.
The exchange of goods and services can have negative and positive effects.	<b>6.1.5.EconEM.5:</b> Explain why individuals and societies trade, how trade functions, and the role of trade.	To explain the importance and necessity of trade for the colonies and the mother country in Europe.	Create an advertisement (poster) of jobs in colonial New Jersey, the advantages of living in New Jersey, and the opportunities for religious expression and education. (1664-1750)
The exchange of goods and services can have negative and positive effects.	<b>6.1.5.EconEM.6:</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	To explain the principle of mercantilism, how it functioned, and how it benefited the mother country.	Collaborate with an art teacher to develop a map of the economic relationships between the New England, Mid-Atlantic, and Southern colonies. Use symbols to identify crops, natural resources, animals, minerals, etc.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<b>6.1.5.EconGE.2:</b> Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	To identify the triangular trade routes in the Atlantic to transport raw materials, agricultural products, finished goods, and labor and their prices.	Contact a local museum educator in your county to learn about material culture in the 17 <sup>th</sup> and 18 <sup>th</sup> centuries and the importance of barrels, candles, wool, salt, pewter, etc.



<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<p><b>6.1.5.EconGE.3:</b> Use economic data to explain how trade leads to increasing economic interdependence among nations.</p>	<p>To examine the balance of trade between Britain and the colonies in the Americas, Caribbean, and East Asia.</p>	<p>Meet with a math teacher to analyze data and to construct a graph to show the importance of trade in the ports of New York and Philadelphia.</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>	<p><b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Explain the settlement patterns in the Americas by people from Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries, (Puritans, Quakers, Debtors, Portuguese, Swedes, Dutch, etc.)</p>	<p>Analyze family and landscape paintings and historical diaries and letters to compare and contrast family life in Puritan society, Quaker society, a family in Quebec, and life on a plantation.</p>

## Compelling & Supporting Questions

- ❖ ***What are the benefits and drawbacks of trade between individuals and societies?***
  - **Why do individuals and societies engage in trade?**
  - **How does trade function, and what roles do different parties play in the process?**
  - **What are some examples of positive and negative effects that can result from trade?**
- ❖ ***How do cultural and environmental factors influence the movement of people, goods, and ideas?***
  - **What are some examples of cultural and environmental characteristics that can affect the distribution and movement of people, goods, and ideas?**
  - **How did the Columbian Exchange and the rise of global trade impact the spread of cultural practices, artifacts, languages, and diseases?**
  - **In what ways do cultural and environmental factors continue to shape global interactions and exchanges today?**
- ❖ ***Does the economy dominate the historical perspective of Spanish and Portuguese colonization?***
  - **How does the economy of the Aztecs and Inca compare to the economy of Spain and Portugal in the 16<sup>th</sup> century?**
  - **If missionaries came to the Americas with the conquistadores would the treatment of indigenous populations be different?**
  - **If women and families from Spain settled in the colonies would the treatment of indigenous populations be any different?**

## Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLSS Social Studies Practices through the designated performance expectations.



# NJ Council for the Social Studies

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing questions and planning inquiry</li> <li><input type="checkbox"/> Gathering and evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeking diverse perspectives</li> <li><input type="checkbox"/> Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenting arguments and explanations</li> <li><input type="checkbox"/> Engaging in civil discourse and critiquing conclusions</li> <li><input type="checkbox"/> Taking informed action</li> </ul>
<p><i>Compare the Columbian Exchange in the 16<sup>th</sup> century to examples of how goods or services from the United States are influence people in other areas of our world and current examples of how goods or services from other areas of the world have become part of our culture. (e.g. entertainment, credit cards, sports and holidays, food, clothing styles, etc.)</i> <a href="#">Source</a> <b>6.1.5.HistoryUP.3</b></p>	<p><i>Prepare an outline for a debate on the positive and negative influences of the Columbia Exchange.</i> <a href="#">Source</a> <b>6.1.5.HistoryUP.3</b></p>	<p><i>You are the manager of a Café in the World’s Fair in 1600 in Amsterdam, capital city of the Dutch Empire. Develop a menu for this event representing the global nature of the world for the people of Europe.</i> <a href="#">Source</a> <b>6.1.5.HistoryUP.3</b></p>
<p>Make a presentation to the rulers of Portugal, Spain, Britain, France, and Holland on the impact of pirates on their Atlantic trade and make a recommendation to address the problem. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.EconGE.2</b></p>	<p><i>Identify claims regarding the way the nation-states in Europe responded to the crisis of pirates in the Atlantic Ocean between 1550 and 1750. Support your claims with evidence.</i> <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.EconGE.2</b></p>	<p><i>Prepare a presentation on the lives of buccaneers and the impact they had on Charleston, South Carolina.</i> <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.EconGE.2</b></p>
<p><i>Plan a trip between two places in 1750. Compare travel by water and land. Identify geographic barriers and possible places to stay overnight. Identify any colonial capital cities, colleges, or churches. (e.g. New York to Philadelphia)</i> <a href="#">Source (pp1-5)</a> <a href="#">Source</a> <a href="#">Great Wagon Road</a> <a href="#">Old York Road</a> <b>6.1.5.EconGE.3</b></p>	<p><i>Use the links below to collect data and understand perspectives on the development of the colonial economy in New York and Philadelphia, or other ports.</i> <a href="#">South Street Seaport Museum</a>, <a href="#">Hudson River Maritime Museum</a>, <a href="#">Philadelphia’s Rich Maritime History</a>, <a href="#">Delaware Bay</a> <b>6.1.5.EconGE.3</b></p>	<p><i>Make an “Eyewitness to History” video of life in colonial America in 1750. (e.g. homes, family, religion, work, clothing, medicine, candles, communication, etc.</i> <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.EconGE.3</b></p>
<p><i>You are a merchant in Perth Amboy, NJ in 1700. Create an advertisement for families from Europe to come to New Jersey. Gather information from the historic sites of colonial homes and villages.</i> <b>6.1.5.EconEM.5</b></p>	<p><i>Make a claim regarding the effects of mercantilism on the American colonies. Present your evidence to the Royal Governor of New Jersey in 1750.</i> <a href="#">Source</a> <b>6.1.5.EconEM.5</b></p>	<p><i>As an investor from England visiting the ports of Boston, New York, Philadelphia, Baltimore, Charleston, and Savannah, write a series of letters to your business partners in London regarding the trade and commercial activity in the American colonies. Select three or more ports for your letters.</i> <b>6.1.5.EconEM.5</b></p>
<p><i>Gather information on the populations of New Jersey, New York, Pennsylvania, Virginia, and Massachusetts regarding the diversity and size of the population. Place</i></p>	<p><i>Read excerpts from de Crevecoeur’s Letters to an American Farmer (Letters 2-9) regarding information</i></p>	<p><i>Create a presentation on “Everday Life in Colonial America” using information and images to show the culture, diversity of the population, activities, and</i></p>



# NJ Council for the Social Studies

<p>information in a graph or table for the years 1700 and 1750. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.GeoGI.4</b></p>	<p>on the culture, population, and characteristics of colonial life in the 18<sup>th</sup> century. <b>6.1.5.GeoGI.4</b></p>	<p>economic activity. <a href="#">Source</a> <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.GeoGI.4</b></p>
<p>Use the Library of Congress Research Guide on Commerce, Business, and Economy and sources in your school or local library to find five sources on The Atlantic Economy and write a short description of each source. <a href="#">Source</a> <b>6.1.5.EconEM.6</b></p>	<p>Use the resource, <a href="#">The Mercantilist Economy</a>, to prepare a report on two perspectives of mercantilism. After providing evidence and an explanation of the different voices, take a stand and explain which voice you agree with. ( See <a href="#">The Dueling Voices</a>) <b>6.1.5.EconEM.6</b></p>	<p>Develop a list of the different taxes the colonists in America paid to England. Use the source, <a href="#">The Colonial Roots of American Taxation, 1607-1700</a>, and other sources for information. <a href="#">Source</a> <b>6.1.5.EconEM.6</b></p>



## Grade 5: Unit 4 – Colonial America

### Rationale

An essential understanding for students in this unit is the difference in motivations between the settlement of the colonies by the different European nation-states, the foundations of religious freedom, and the development of representative forms of government. Two important disciplinary concepts correlated with the Performance Expectations include the historical analysis of continuity and change over time and the support for a claim with historical evidence. Within the context of this unit there is an opportunity to teach historical empathy for the hardships that people experienced.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.1:</b> Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.	To illustrate the diversity of populations (Dutch, Swedes, French, English, German, Catholic, Jewish, etc.) who settled in New Jersey and the 13 colonies and those who came to New Jersey involuntarily, (enslaved persons, debtors)	Read the historical accounts of people living in the colonies in <a href="#">The Colonies: 1690-1715</a> , the <a href="#">Interactive Map of European Settlement in the Colonies</a> , and <a href="#">Religion in Colonial America</a>
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition	<b>6.1.5.GeoPP.6:</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	To analyze the differences in the rights and quality of life of enslaved persons, indentured servants, farmers, landowners, and Native Americans who assimilated into the culture through education.	Read letters and diaries of enslaved persons, indentured servants, and others and analyze the differences in the quality of their lives. Read excerpts from <i>Everyday Life in Colonial America</i> by Dale Taylor, the account of the middle passage by Olaudah Equiano or visit with a local museum educator.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.14:</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.	To understand that the practice of slavery was involuntary, the transformation of colonial labor systems involved the gradual decline of indentured servitude and the rapid rise of racial slavery as an institution of chattel slavery in the South.	Research how enslaved persons came to New Jersey (and to New York and Philadelphia). Explain the life and activity of an enslaved person in your area of New Jersey. <a href="#">Source</a>
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.7:</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	To evaluate the contributions of enslaved African Americans to American culture and the American identity and the perspectives of enslaved persons in letters	Collaborate with an ELA teacher to identify books, letters, poetry, and diaries to evaluate the legacy of the slave trade and enslaved persons in New Jersey by





# NJ Council for the Social Studies

		and diaries, perspectives in art and images, and the perspectives in the secondary sources of historians.	explaining how slavery changed the lives of both Europeans and Africans in the Americas. <a href="#">Black Freedom Struggle in Northern New Jersey</a> , <a href="#">Indentured Servants in the U.S.</a> , <a href="#">Slavery in New Jersey</a>
Historians use evidence from multiple sources to support their claims and arguments about the past.	<b>6.1.5.HistoryCA.1:</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.	To state an argument relating to social classes in the colonies and support it with credible evidence. (i.e. Women did not have equal social status with men. (Salem witchcraft trials, lack of education, prohibition from teaching or preaching in churches, etc.)	Work with an ELA teacher to identify an argument or claim that can be supported by historical evidence about whether land and economic opportunities challenged or contributed to the idea of participatory democracy.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.11:</b> Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.	To explain examples of the influence and assimilation of beliefs and values into a 'new American' identity. (trade, environment, government, medications, music, dance, storytelling, etc.), and the complexity of conflict with wars and riots at times and efforts for peaceful assimilation and trade at other times.	Collaborate with an ELA teacher or the Media Specialist regarding sources such as Ben Franklin's <a href="#">Autobiography</a> , <a href="#">The Scarlet Letter</a> , <a href="#">The New England Primer</a> or other sources to learn about the lives of women, children, African Americans, Native Americans and others.
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.2:</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	<b>Duplicate of CC.11</b>	
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<b>6.1.5.CivicsDP.3:</b> Describe the role of religious freedom and participatory government in various North American colonies.	Describe the diversity of religious institutions (Quakers, Roman Catholicism, Protestantism, Judaism, Deism, atheism, Islam, etc.) in Colonial America regarding blue laws, Great Awakening, holidays, etc.	Collaborate with clergy in your community or history teachers or professors in high school or college to learn about the diverse religious faiths in Colonial America. Describe how the meaning of the separation of church and state has changed over time and the religious faiths that were in your community 300 years ago.



Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.12:</b> Determine the roles of religious freedom and participatory government in various North American colonies.	<b>Duplicate of DP.3</b>	
Chronological sequencing helps us track events over time.	<b>6.1.5.HistoryCC.1:</b> Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	To analyze historical events and how they led to the development of New Jersey and the United States of America. (i.e. trade, Perth Amboy, educational institutions, transportation routes, seaports, representative government, 1776 constitution, etc.)	Interview high school social studies teachers to analyze where the real power was in Colonial America and how conflicts between the colonists and their governments was handled. (Bacon’s Rebellion, Paxton Boys, Leisler’s Rebellion, commercial and moral issues, etc.)
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.13:</b> Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	To define one or more claims about the evolution of representative government in the establishment of an independent government of the United States with evidence. (i.e. Mayflower Compact, Fundamental Orders of Connecticut, House of Burgesses, power of the purse, town meetings, Pennsylvania Charter of Liberties, rights of Englishmen, colonial juries and vice-Admiralty courts, Albany Plan of Union, Stamp Act Congress, Great Awakening, etc.)	Collaborate with an ELA or high school social studies teacher to learn about the fundamental ideas in the Declaration of Independence and their origins in the rights of Englishmen, social contract, rule of law, power of the purse, common law, the Houses of Commons and Lords.

## Compelling & Supporting Questions

- ❖ ***How did voluntary and involuntary immigration to Colonial America impact various groups?***
  - **What were some of the reasons different groups immigrated to New Jersey and America during the Colonial era?**
  - **How did the experiences of voluntary and involuntary immigrants differ, and why?**
  - **What challenges did various immigrant groups face, and how did their perspectives on these challenges differ?**
- ❖ ***How did the practice of slavery and indentured servitude affect Colonial labor systems and American society?***
  - **What were the similarities and differences between slavery and indentured servitude in Colonial labor systems?**
  - **How did the experiences of enslaved people and indentured servants compare, and how did they impact Colonial society?**
  - **What were the initial and lasting impacts of slavery on American economy, politics, and culture, according to multiple perspectives?**



- ❖ **How did demographics and belief systems influence social, economic, and political opportunities in Colonial America?**
  - How did factors such as race, gender, religion, and economic status affect individuals' opportunities in Colonial society?
  - In what ways did the belief systems and family structures of African, European, and Native American groups shape Colonial government structures?
  - How did the role of religious freedom and participatory government vary among different North American colonies?
- ❖ **Why did the slave trade continue in America at a time when it was ending in Europe?**
  - Was the practice of using enslaved persons as unpaid labor more productive than indentured servants for the economy?
  - How did slavery become hereditary and perpetual?
  - Did the treatment of enslaved persons depend on the laws adopted by each colony?

## Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSL-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing questions and planning inquiry</li> <li><input type="checkbox"/> Gathering and evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeking diverse perspectives</li> <li><input type="checkbox"/> Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenting arguments and explanations</li> <li><input type="checkbox"/> Engaging in civil discourse and critiquing conclusions</li> <li><input type="checkbox"/> Taking informed action</li> </ul>
<p><i>Gather information about credible sources with information on the voluntary and involuntary migrations of people to the American colonies. Write a descriptive statement about each source and how students might use each source. <a href="#">Source</a></i>  <b>6.1.5.HistoryUP.1</b></p>	<p><i>Identify the populations who migrated to the American colonies voluntarily in one list and those who were forced to come to America in a second list. Describe the culture or various perspectives of life in America for Native Americans, indentured servants, enslaved persons, Quakers, Roman Catholics, Jews, French, etc. <a href="#">Source</a></i>  <b>6.1.5.HistoryUP.1</b></p>	<p><i>Draw plans for a monument dedicated as “America: A Nation of Nations.” Identify an appropriate location for this monument and a descriptive statement on it. Write an advertisement for people (or students) to visit it, regarding the diverse populations who migrated to the American colonies between 1607 and 1763. <a href="#">Source</a></i>  <b>6.1.5.HistoryUP.1</b></p>
<p><i>Develop a series of questions to understand and compare the lives of an enslaved person living on a plantation, a free black American in the 18<sup>th</sup> century, and an indentured servant. <a href="#">Source</a> <a href="#">Source</a> <a href="#">Source</a></i>  <b>6.1.5.GeoPP.6</b></p>	<p><i>Develop a claim as to why Bergen County in New Jersey had the largest slave population before the Revolution in 1776. <a href="#">Source</a> <a href="#">Source</a></i>  <b>6.1.5.GeoPP.6</b></p>	<p><i>Create a library of index cards about the lives of enslaved persons (men, women, children) in the northern colonies. Create a series of ten cards with images of maps, homes, etc. regarding the lasting impact of slavery in America and present them in a digital presentation of bulletin board display. <a href="#">Source</a></i>  <b>6.1.5.GeoPP.6</b></p>



# NJ Council for the Social Studies

<p>Gather information from letters, diaries, and secondary sources about the reasons for the growth of slavery in North America between 1619 and 1763. <a href="#">Source</a> <b>6.1.5.HistoryCC.7</b></p>	<p>Use the NJ Slavery Records to identify enslavers in your community or county. <a href="#">Source</a> <b>6.1.5.HistoryCC.7</b></p>	<p>Using this resource from Rutgers University, create a digital presentation on the role of New Brunswick in continuing the legacy of slavery in New Jersey. <a href="#">Source</a> <b>6.1.5.HistoryCC.7</b></p>
<p>Prepare a minimum of five questions to interview an enslaved person on a plantation, an enslaved person working in a Mid-Atlantic colony, an indentured servant working in a New England colony, a free Black person, and an indentured servant who is now free. <b>6.1.5.HistoryCC.14</b></p>	<p>Research a slave rebellion in colonial America and present a report from the perspective of the enslaved and the colonial government. <a href="#">Stono Rebellion NYC Slave Rebellion, 1712</a> <b>6.1.5.HistoryCC.14</b></p>	<p>Present a Photo Essay on how enslaved persons could receive freedom and how indentured servants gained their freedom. Identify the obstacles enslaved persons and indentured servants experienced. <a href="#">Source</a> <b>6.1.5.HistoryCC.14</b></p>
<p>Create a graphic that illustrates the diversity of languages spoken in the 13 British colonies and the variety of religious beliefs. <a href="#">Source</a> <b>6.1.5.HistoryUP.2</b></p>	<p>Test the claim that “the American colonies should be called the European Colonies instead of the British Colonies.” Provide evidence relating to the religious beliefs, languages spoken, values, principles of governance, trading partners, etc. to support our British heritage or to challenge it. <a href="#">Source</a> <b>6.1.5.HistoryUP.2</b></p>	<p>Critique the claim that the unity of the British colonies was based on their structures of government rather than their economic relationship with Britain as the mother country. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.HistoryUP.2</b></p>
<p>Compare the government structures of Britain with the government structure of two or more of the 13 colonies. <a href="#">Source</a> <b>6.1.5.HistoryCC.11</b> <b>beliefs systems and family structures of Europeans, Natives</b></p>	<p>Research the Historical Markers in your area of New Jersey and identify places of worship, roads, family homes, etc. Present your research in a report to your class on what it was like to live and work in your area 250-300 years ago. (Before 1776) <a href="#">Source</a> <b>6.1.5.HistoryCC.11</b></p>	<p>From the perspective of a prosperous family in your area of New Jersey, write a story on the colonial governors of New Jersey from 1664 to 1776. <a href="#">Source</a> <b>6.1.5.HistoryCC.11</b></p>
<p>Research images (paintings, drawings) of colonial government. Include examples of buildings, meetings of legislatures, protests, signing of treaties, etc. <a href="#">Source</a> <b>6.1.5.HistoryCC.13</b> <b>importance of colonial American government structures</b></p>	<p>Identify and explain the various forms of government in the colonies. (town meetings, power of the purse, representative assemblies, constitutions or protections of rights, etc.) <a href="#">Democratic Values and Beliefs Sort</a> <a href="#">Source</a> <b>6.1.5.HistoryCC.13</b></p>	<p>Select the colony where you would want to live in based on the structure of the government and protection of individual rights and liberties. Identify yourself by gender, wealth, family, religious beliefs, race, age, etc. <a href="#">Source</a> <b>6.1.5.HistoryCC.13</b></p>
<p>Construct a ‘quiz’ for your class about the types of colonies and the protections of religious freedom. <b>6.1.5.CivicsDP.3</b></p>	<p>From the perspective of a Quaker, how much religious freedom was there in the colonies? <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.CivicsDP.3</b></p>	<p>Write a newspaper article expressing your reaction to a Great Awakening revival meeting in New Jersey. Describe five or more things you experienced. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.CivicsDP.3</b></p>



# NJ Council for the Social Studies

<p>Use the data in the source below from the U.S. Census to prepare a series of questions for an interview regarding how the colonists reacted to the growing diversity of the colonial population. <a href="#">Source</a> <a href="#">Colonial Life in New Jersey</a> <b>6.1.5.HistoryCA.1</b></p>	<p>Review the information in this source and state a claim regarding the reasons for the fostering and hindering of population growth in the colonies. <a href="#">Source</a> <b>6.1.5.HistoryCA.1</b></p>	<p>State a claim about the importance of education in Colonial America regarding the extent that it assimilated the population into an American identity. <a href="#">Source</a> <b>6.1.5.HistoryCA.1</b></p>
<p>Develop a timeline of the history of New Jersey from 1664 – 1750. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.HistoryCC.1</b></p>	<p>Develop a photo essay of ten or more events in Colonial America with a descriptive statement for the events selected. <a href="#">Source</a> <b>6.1.5.HistoryCC.1</b></p>	<p>Design a Colonial American Calendar featuring the Top 12 events from 1600 – 1763. <a href="#">Source</a> <a href="#">Source</a> <b>6.1.5.HistoryCC.1</b></p>