

Susan J. Reardon
TAH Program - Women in American History
Summer 2006

CLASS:

Social Studies

UNIT:

Year-end Project

GRADE LEVEL:

5th - Homogeneous Grouping of students

TOPIC:

SCRIPT WRITING USING ARTIFACTS & PRIMARY SOURCE DOCUMENTS

STANDARDS:

MASSACHUSETTS HISTORY & SOCIAL SCIENCE CURRICULUM
FRAMEWORK

United States History, Geography, Economics, & Government: Early
Exploration to Westward Movement

Concepts & Skills:

History & Geography - p. 27

- 2.) Interpret timelines of events studied.
- 3.) Observe & identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.

Possibilities for Learning Standards addressed with project:

Pre-Columbian Civilizations of the New World & European

Exploration, Colonization, & Settlement to 1700 - pp. 28-29

- 5.6) Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).

The Political, Intellectual, & Economic Growth of the Colonies,
1700-1775 - p. 30

- 5.10) On a map of North America, identify differences in climate, types of farming, populations, and sources of labor shaped their identify the first 13 colonies and describe how regional economies and societies through the 18th century.
- 5.12) Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.