

# Cultural Appreciation

By

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Grades 3-5

## **UNIT OVERVIEW**

The purpose of this unit is to develop an appreciation of the many cultures that shape the Blackstone Valley area.

Modifications will be noted in individual lesson plans.

Students should know that immigrants settled in the Blackstone Valley for various reasons. Some of these immigrants came to find better jobs. While others, came because they were relocated by war, famine or civil unrest. However, they all had a common goal once they got here, which was to find work.

## STANDARDS

### Rhode Island

#### HP 3: The study of history helps us understand the present and shape the future.

GSEs for Grades 3-4
<b>HP 3 (3-4) –1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>
a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u>
<b>HP 3 (3-4) – 2</b> <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b>
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, <u>and make predictions for the future</u>

#### C&G 3: In a democratic society all people have certain rights and responsibilities.

GSEs for Grades 3-4
<b>C&amp;G 3 (3-4) –1</b> <b>Students demonstrate an understanding of citizens' rights and responsibilities by...</b>
a. exhibiting respect for self, parents, teachers, authority figures (police, fire,

doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u>
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b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)
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## Massachusetts

### Grade 3

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

### Grade 4

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not taught in Grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

### Grade 5

Students study the major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the Grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

### Grade 3 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

#### **History and Geography**

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)

5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19<sup>th</sup>, or early 20<sup>th</sup> century. (H, G)

#### *Civics and Government*

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

#### **Economics**

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

*Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.*

### **Grade 3 Learning Standards**

Building on knowledge from previous years, students should be able to:

#### **New England and Massachusetts**

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills. (G)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

- A. the purpose of the Mayflower Compact and its principles of self-government
- B. challenges in settling in America
- C. events leading to the first Thanksgiving

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

- a. the growth of towns and cities in Massachusetts before the Revolution
- b. the Boston Tea Party
- c. the beginning of the Revolution at Lexington and Concord
- d. the Battle of Bunker Hill
- e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

- A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
- B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
- C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
- D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
- E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

*Cities and Towns of Massachusetts*

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)



**Grade 4**

**North American Geography  
with Optional Standards for One Early Civilization**

In Grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in Grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Note: The grade 5 MCAS will cover only the U.S. history, geography, economics, and civics standards, concepts, and skills of Grades 4 and 5.

Grade 4 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><b><u>History and Geography</u></b></p> <ol style="list-style-type: none"> <li>1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)</li> <li>2. Interpret a map using information from its title, compass rose, scale, and legend. (G)</li> <li>3. <i>Observe and describe national historic sites and describe their function and significance. (H, C)</i></li> </ol> <p><i>Civics and Government</i></p> <ol style="list-style-type: none"> <li>4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)</li> <li>5. Give examples of the different ways immigrants can become citizens of the United States. (C)</li> </ol>

*Economics*

6. Define and give examples of natural resources in the United States. (E)

7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)

8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

### **Grade 4 Learning Standards**

Building on knowledge from previous years, students should be able to:

#### **Optional Standards for Ancient China, c. 3000-200 BC/BCE**

4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)

4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)

4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)

4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)

4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)

4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land,

centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)

*4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)*

## Grade 4 Learning Standards

### North America

Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)

Building on knowledge from previous years, students should be able to:

### Regions of the United States

4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

4.10 Identify the states, state capitals, and major cities in each region. (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)

**4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)**

**4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)**

**4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:**

- A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).**
- B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.**
- C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).**
- D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)**

**4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)**

#### **Canada**

**4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)**

**4.18 Describe the climate, major physical characteristics, and major natural resources of**

**Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)**

**4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)**

**4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)**

**4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)**

**4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)**

### **Mexico**

**4.23 On a map of North America, locate Mexico and its major cities. (G)**

**4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)**

**4.25 Identify the language, major religion, and peoples of Mexico. (H)**

**4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)**

### **Optional Standards♣ for Central America and the Caribbean Islands**

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♣ Districts, schools, and teachers may address these standards in grade 4 or grade 6.

**4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)**

**4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)**

**4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica). (H)**

**4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)**

### **Grade 4 Learning Standards**

#### **North America**

**Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)**

Building on knowledge from previous years, students should be able to:

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**4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South**

Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

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4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

- E. Several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuit).
- F. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.
- G. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
- H. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large



numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

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4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)

4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)

4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)

4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

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4.23 On a map of North America, locate Mexico and its major cities. (G)

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4.25 Identify the language, major religion, and peoples of Mexico. (H)

4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

*Optional Standards\* for Central America and the Caribbean Islands*

4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)

4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)

4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica). (H)

4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

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**Grade 5**

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

Students study the major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the Grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

The Grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of Grades 4 and 5.

Grade 5 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><b>History and Geography</b></p> <ol style="list-style-type: none"> <li>1. Identify different ways of dating historical narratives (<i>17<sup>th</sup> century, seventeenth century, 1600s, colonial period</i>). (H)</li> <li>2. Interpret timelines of events studied. (H)</li> <li>3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)</li> <li>4. Use maps and globes to identify absolute locations (latitude and longitude). (G)</li> <li>5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</li> <li>6. Distinguish between political and topographical maps and identify specialized maps that show</li> </ol>

information such as population, income, or climate change. (G, H, E)

7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16<sup>th</sup> and 17<sup>th</sup> century maps of the world. (G, H, E)

### **Civics and Government**

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county, and municipal*. (C)

9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)

10. Explain the structure of the student's city or town government. (C)

### **Economics**

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)

12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)

13. Define profit and describe how profit is an incentive for entrepreneurs. (E)

14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)

**Grade 5 Learning Standards**

Building on knowledge from previous years, students should be able to:

**Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700**

5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

5.3 Explain why trade routes to Asia had been closed in the 15<sup>th</sup> century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

A. Vasco Nuñez de Balboa

B. John and Sebastian Cabot

C. Jacques Cartier

D. Samuel de Champlain

E. Christopher Columbus

F. Henry Hudson

G. Ferdinand Magellan

H. Juan Ponce de Leon

I. Amerigo Vespucci

5.4 Explain why the Aztec and Inca civilizations declined in the 16<sup>th</sup> century. (H)

- A. the encounters between Cortez and Montezuma
- B. the encounters between Pizarro and the Incas
- C. the goals of the Spanish conquistadors
- D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

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). (H, G, E)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

- A. Lord Baltimore in Maryland
- B. William Penn in Pennsylvania
- C. John Smith in Virginia
- D. Roger Williams in Rhode Island
- E. John Winthrop in Massachusetts

5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

- A. the relatively small number of colonists who came from other nations besides England
- B. long experience with self-government
- C. the high rates of literacy and education among the English colonial leaders
- D. England's strong economic, intellectual, and military position

**The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775**

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18<sup>th</sup> century. (H, G, E)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.

(H, E)

- A. the fishing and shipbuilding industries
- B. trans-Atlantic trade
- C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

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. (H, G, E, C)

5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

- A. legislative bodies
- B. town meetings
- C. charters on individual freedom and rights

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

- A. Sugar Act (1764)
- B. Stamp Act (1765)
- C. Townsend Duties (1767)
- D. Tea Act (1773) and the Intolerable Acts (1774)
- E. the slogan, “no taxation without representation”
- F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

*The Revolution and the Formation of a Federal Government under the Constitution.*

*1775-1789*

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)



- A. Lexington and Concord (1775)
- B. Bunker Hill (1775)
- C. Saratoga (1777)
- D. Valley Forge (1777-1778)
- E. Yorktown (1781)

5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)

- A. John Adams
- B. Benjamin Franklin
- C. King George III
- D. Alexander Hamilton
- E. Thomas Jefferson
- F. James Madison
- G. George Washington

5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)

5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)

5.21 Describe Shays's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)

5.22 Identify the various leaders of the Constitutional Convention and describe the major issues

they debated. (H, E, C)

- A. distribution of political power
- B. rights of individuals
- C. rights of states
- D. the Great Compromise
- E. slavery

### **The Principles and Institutions of American Constitutional Government**

5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

- A. individual rights and responsibilities
- B. equality
- C. the rule of law
- D. limited government
- E. representative democracy

5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

### **The Growth of the Republic**

5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)

5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)

A. British restrictions on trade and impressment

B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans

5.33 Explain the importance of the China trade and the whaling industry to 19<sup>th</sup> century New England, and give examples of imports from China. (H)

5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19<sup>th</sup> century, and describe their lives on the frontier. (H, G, C, E)

A. wagon train journeys on the Oregon and Santa Fe Trails

B. their settlements in the western territories

5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)

A. the debate over slavery and westward expansion

B. diverging economic interests

## OBJECTIVES

Students will be introduced to the concept of culture. They will be able to define culture and they will be able to decipher the different aspects that make up ones culture.

Students will be able to appreciate traditional foods and distinctive dishes that were introduced to this country by the many immigrant groups that settled here. They will then combine these dishes and create a community cookbook.

Students will be able to understand the true origins of their holidays and celebrations.

## Index of Lessons ...

### **1. What is Culture?**

- a. Length of Lesson ... 1 class period ... approximately 50 minutes

### **2. You Are What You Eat?**

- a. Length of Lesson ... 3 class periods & 1 homework session ... approximately 50 minutes each

### **3. Celebrations!**

- a. Length of Lesson ... 1 class period ... approximately 50 minutes

### **4. Who Am I? (Culminating Activity)**

- a. Length of Lesson ... 2 class periods & 2 homework sessions ... approximately 50 minutes

## What is Culture?

**Standards ...** See above

**Objectives ...** Students will be introduced to the concept of culture. They will be able to define culture and they will be able to decipher the different aspects that make up one's culture.

**Materials ...** attached culture web worksheet, pen or pencil

**Time ...** approximately 50 minutes

**Details ...**

1. Warm Up Question ... What is culture?
2. Discuss question and its various answers.
3. Define culture for the class.
  - a. Culture-the way of life of people who share similar customs and beliefs
4. Students will need to work in small groups in order to fill out web.
5. Student-sharing session on web.
6. Wrap-up discussion and display of class generated web to keep up throughout this unit as a key visual aid.

**Homework/Assignments ...** (needs to be completed in order to do the next lesson) Food is a key part of culture. Tell the students to go home and discuss with their families what foods they eat. The catch is that they must come in with a recipe with a traditional food or distinctive dish that was introduced to their family from the country that they originated from.

**Handouts ...** see attached culture web

**Rubrics/Assessments ...** see attached

## You Are What You Eat!



**Standards ...**See above

**Objectives ...** Students will be able to appreciate traditional foods and distinctive dishes that were introduced to this country by the many immigrant groups that settled here. They will then combine these dishes and create a community cookbook.

**Materials ...** homework sheet, pen or pencil, paper plates, index cards, and art supplies

**Time ...** 3 class periods (approximately 50 minutes each)

### Details ...

1. Warm Up Question ... What is your favorite food? Why?
2. Discuss question and its various answers.
3. Share the food/recipe card that was the homework assignment.
4. Edit recipe cards. Check spelling, punctuation, and process.
5. Students will now need to use a paper plate and art supplies and will make a 3-D replica of their dish.
6. Student sharing session of dishes/paper plate.
7. Combine recipes to make a classroom community cookbook while paper plate projects dry.  
Pictures of the 3-D dish could be taken to accompany recipes.

**Homework/Assignments ...** \*Extra Credit\* Try a recipe from the community cookbook and write a review. Take pictures to document the experience. Share it with your class and teacher.

**Handouts ...**see attached

**Rubrics/Assessments ...**see attached



**THE  
COMMUNITY  
COOK BOOK**





## Celebrations!

**Standards ...**See above

**Objectives ...** Students will be able to understand the true origin of their holidays and celebrations.

**Materials ...** attached celebrations worksheet, computer, pen or pencil, paper

**Time ...** 1 class period

**Details ...**

1. Warm Up Question ... What is your favorite holiday? Why?
2. Discuss question and its various answers.
3. Have students research the origin of a celebration/holiday that their culture honors?
  - a. Ex. Cinco De Mayo, St. Patrick's Day, Chinese New Year ...
4. Once students finish their research, they will then complete the attached worksheet.
5. While doing their research, students will be asked to ...
  - a. Name the celebration
  - b. Draw and color an illustration of the celebration
  - c. Describe the country that this celebration originated in
  - d. Describe the nature of the celebration and why it began
  - e. When does this celebration take place
  - f. List any interesting facts (clothing)

**Homework/Assignments ...** Complete assignment for homework.

**Handouts ...** Celebrations! See attached photo also.

**Rubrics/Assessments ...**see attached









## Who Am I?

### Culminating Activity

**Standards ...**See above

**Objectives ...** Students will be able to use the computer program Photo Story. (This can be downloaded from the internet for free! Just Google “Photo Story” for the program.)

**Materials ...** photos, computer, information from prior lessons, and all completed worksheets

**Time ...** 2 class periods and 2 homework sessions

#### Details ...

1. Warm Up Question ... Have you enjoyed learning about yourself and your heritage?
2. Discuss question and its various answers.
3. Introduce Photo Story.
4. Photo Story must have at least 8 slides which consist of graphics and text.
5. The culture web is an integral part of this assignment and must be used.
  - a. For example ...
  - b. Clothing – Describe the clothing of your culture.
  - c. Language – Describe the various languages spoken in the country you originated from.
6. Students share in an “All About Us Day!”

**Homework/Assignments ...** Complete assignment for homework.

**Handouts ...** Celebrations!

**Rubrics/Assessments ...**see attached

### Collaborative Work Skills: What is culture?

CATEGORY	4	3	2	1
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

## Worksheet: Celebrations!

CATEGORY	4	3	2	1
<b>Required Elements</b>	The worksheet includes all required elements as well as additional information.	All required elements are included on the worksheet.	All but 1 of the required elements is included on the worksheet.	Several required elements were missing.
<b>Grammar</b>	There are no grammatical mistakes on the worksheet.	There are a few grammatical mistakes on the worksheet.	There are many grammatical mistakes on the worksheet.	The majority of the worksheet includes grammatical mistakes.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There are a few errors in capitalization or punctuation.	There are many errors in capitalization or punctuation.	The majority of the worksheet includes errors in capitalization or punctuation.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the worksheet and processes used to create the processes used to create it.	Student can accurately answer most questions related to facts in the worksheet and processes used to create it.	Student can accurately answer about 75% of questions related to facts in the worksheet and processes used to create it.	Student appears to have insufficient knowledge about the facts or processes used in the worksheet.

### Making A 3-D Cultural Dish: You are what you eat!

CATEGORY	4	3	2	1
<b>Required Elements</b>	The 3D plate of food and recipe includes all required elements as well as additional information.	All required elements are included on the 3D plate of food and in the recipe.	All but 1 of the required elements is included on the 3D plate and recipe.	Several required elements were missing.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the assignment.	There are a few errors in capitalization or punctuation.	There are many errors in capitalization or punctuation.	The majority of the project includes errors in capitalization or punctuation.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in their project and processes used to create it.	Student can accurately answer most questions related to facts in the project and processes used to create it.	Student can accurately answer about 75% of questions related to facts in the project and processes used to create it.	Student appears to have insufficient knowledge about the facts or processes used in the project.
<b>Neat and Creative</b>	Students show great effort in creating a neat and creative project.	Students show moderate effort in creating a neat and creative project.	Students show a weak attempt in creating a neat and creative project.	Little Effort Shown



Example of Ethnic Recipe ... ([www.ethnicrecipes.org](http://www.ethnicrecipes.org))

## Smothered Burritos

Flour Tortillas (see below)  
 Refried beans  
 Chili Verde (see below)  
 Mozzarella cheese and/or Cheddar cheese and/or  
 Monterey jack cheese, all grated

### Flour Tortillas

4 cups all-purpose flour  
 1 teaspoon baking soda  
 1 teaspoon salt  
 1 teaspoon shortening  
 1 to 1 1/2 cups warm water

### Chile Verde

3 cups diced, roasted and peeled Anaheim peppers (see below)  
 or 1 (28 ounce) can whole green chiles, chopped  
 2 cups water  
 2 pounds diced lean pork or diced lean or ground **beef**  
 1 tablespoon shortening  
 1 tablespoon all-purpose flour  
 1/4 teaspoon garlic salt  
 1/4 teaspoon black pepper

Heat flour tortilla on grill about 10 seconds; turn and heat another 10 seconds until hot. Add about 3/4 cup refried beans; roll. Place on serving plate. Top with Chili Verde and generous amounts of cheeses, using as desired.

Zap in the microwave until cheese is melted.

Flour Tortillas: Mix flour, baking soda, salt and shortening with hands until thoroughly combined. Add enough warm water to make a manageable dough (easy to roll). Pinch off pieces of dough about the size of a **biscuit**. Roll into a circle about 1/8-inch thick. Put on heated 300 degree F grill for about 6 seconds; turn and cook another 8 seconds. Repeat with remaining dough.

Makes 24 flour tortillas.

Tortillas may be frozen. Stack between sheets of waxed paper.

Chili Verde: Roast Anaheim peppers in a 350 degree F oven for about 15 minutes; turn and roast an additional 15 minutes. Remove from oven; cool. (The peppers may be frozen at this point.)

To peel roasted Anaheim chiles, steam a few minutes; cool as needed, then peel and dice. Add 2 cups water; set aside.

In a large skillet, cook pork (or beef) in melted shortening until browned and completely cooked. Add flour, garlic salt and pepper, blending well. Add Anaheim pepper mixture; bring to a boil. Reduce temperature and simmer 10 minutes.

### Digital Storytelling: Who am I?

CATEGORY	4	3	2	1
<b>Duration of Presentation</b>	Length of presentation at least 8 slides.	Length of presentation is 6 or 7 slides.	Length of presentation is 5 slides.	Presentation is less than 5 slides.
<b>Images and Text</b>	Images and text match great with each other.	Images and text create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images and text to create an atmosphere/tone but it needed more work.	Little or no attempt to use images or text to create an appropriate atmosphere/tone.
<b>Stays on Task</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
<b>Prepared and on Time</b>	Project is completed on time.	Project is completed on time but not done thoroughly.	Project is completed but not done on assigned day.	Little Effort Shown





British-American  
Field Day  
Woonsocket, R.I.  
July 29, 1911  
Jesse Shaff  
Field Marshal





THE  
**COMMUNITY  
COOK BOOK**











