

Name: Baldwin, Langteau, Reynolds		Grading Quarter: 1	Week Beginning: September 11-15
School Year: 2023-2024		Subject: Social Studies	
Monday	Notes: Vocab: missionary colony colonist planation	Objective: <ul style="list-style-type: none"> Summarize the changes Spanish Colonization brought to New Spain. Compare and contrast the treatment of slaves in Africa, Europe, and New Spain in the sixteenth century. Analyze the conditions under which Africans were brought to New Spain and their treatment. Lesson Overview: Chapter 4: Lesson 3 New People in the Americas Activity Book pg. 23 Cause and Effect Writing: What effects did European diseases have on the Native people?	Academic Standards: 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. <ul style="list-style-type: none"> Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States
Tuesday	Notes: Vocabulary: -Northwest passage -trade network - agent	Objective: <ul style="list-style-type: none"> Analyze the accomplishments of Jacques Cartier and Samuel de Champlain in eastern Canada and the Northeast. Explain the cause- and effect relationship between the fur trade with the Europeans and the weakening of the Huron and Iroquois nations. Lesson Overview: Chapter 4: Lesson 4 Encounters with the French and Dutch Main Idea: In this lesson students will explore the changes brought about by the fur trade among the French, the Dutch, and the Native Americans in North America.	Academic Standards: 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. <ul style="list-style-type: none"> Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States

Wednesday	<p>Notes:</p> <p>State Float Due- (Baldwin and Langteau)</p> <p>Vocabulary armada profit pilgrim compact -Mayflower Compact- interpreter</p>	<p>Objective:</p> <ul style="list-style-type: none"> Hypothesize what happened to the Roanoke Colony. Analyze the failures and successes of the Jamestown Colony. Summarize how self-rule and aid from the Indians helped Plymouth Colony Succeed, <p>Lesson Overview:</p> <p>Chapter 4: Lesson 5- The English in the Americas</p> <p>Main Idea: In this lesson students explore the experiences of early English colonists in founding colonies in North America. After Students have read the lesson, they will discuss what happened in Jamestown when colonists did not cooperate.</p>	<p>Academic Standards:</p>
Thursday	<p>Notes:</p>	<p>Objective:</p> <ul style="list-style-type: none"> Practice using vertical timeline. interpret time relationships in AMerican Exploration and Settlement <p>Lesson Overview:</p> <p>Read a Vertical Time Link- Skills Page pg.157 Chapter 4 Review</p>	<p>Academic Standards:</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <ul style="list-style-type: none"> Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States
Friday	<p>Notes:</p>	<p>Objective:</p> <p>Lesson Overview:</p> <p>Chapter 4- Quiz</p>	<p>Academic Standards:</p>