



Grade 05 Social Studies Unit 01 Exemplar Lesson 02: Where Do You Live and Why?

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

This lesson helps students gain a better understanding of geographic tools and their application for interpreting information. Students learn about why the early colonists settled in the areas they did and the types of economic patterns that emerged due to the physical environment. In the process, students differentiate between different types of regions and how they may develop based on human actions or their physical geography.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 5.6** *Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:*
- 5.6A** Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
 - 5.6B** Translate geographic data into a variety of formats such as raw data to graphs and maps.
- 5.7** *Geography. The student understands the concept of regions in the United States. The student is expected to:*
- 5.7A** Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
 - 5.7B** Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.
 - 5.7C** Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.
- 5.8** *Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:*
- 5.8A** Identify and describe the types of settlement and patterns of land use in the United States.
 - 5.8B** Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.
 - 5.8C** Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.
- 5.9** *Geography. The student understands how people adapt to and modify their environment. The student is expected to:*
- 5.9A** Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.
 - 5.9B** Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.
- 5.17** *Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:*
- 5.17D** Describe the origins and significance of national celebrations such as ~~Memorial Day, Independence Day, Labor Day, Constitution~~

~~Day, Columbus Day, and Veterans Day.~~

Social Studies Skills TEKS

5.24 *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*

5.24B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 05 Social Studies Unit 01 PI 02

Complete a map of the 13 English colonies to show the major regions. Label the colonies, major settlements, and geographic features. Include a scale, compass rose, and legend. Based on your map, write a summary explaining how geographic factors affected the settlement patterns.

Standard(s): 5.6A , 5.6B , 5.8C , 5.25D

ELPS ELPS.c.1C , ELPS.c.1E , ELPS.c.1F

Key Understandings

- People use geographic tools to collect, analyze, and interpret data on geographic factors that influence where people live.
 - How do people use geographic tools to learn about geographic factors that influence where people live?
 - How does geography affect how and where people live?
 - What geographic factors influence patterns of settlement and the distribution of population in the United States, past and present?
 - Why are cities located where they are?
 - How and why have people adapted to and modified their environment in the United States, past and present?
 - What are the positive and negative consequences of human modification of the environment in the United States, past and present?

Vocabulary of Instruction

- geographic factors
- region
- climate
- compass rose
- scale
- natural resources
- symbols
- legend

Materials

- chart paper
- data on population of the 13 colonies
- map of the thirteen colonies (1 per student)
- map of thirteen colonies showing colonial industries
- map of thirteen colonies showing physical features and natural resources
- map of thirteen colonies showing population centers
- map, climate map
- map, physical map of the United States
- map, political map of the United States
- map, thirteen colonies
- map, vegetation map
- Maps of the United States today
- maps, a variety of maps of the United States
- maps, early maps of the colonies
- markers

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

 [Handout: Geographic Factors of the English Colonies \(1 per student\)](#)

 [Handout: Regions of Colonial America \(1 per student\)](#)

 [Teacher Resource: Regions of Colonial American KEY](#)

Resources

- None Identified

Advance Preparation

1. Become familiar with content and procedures for the lesson, including information on the geographic regions of the thirteen English colonies.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

Background Information

The European quest to explore and colonize different parts of the world dates back to the 15th century. The nations that took greater interest in the Western Hemisphere included France, Spain, England, and others. By the early 1600's England took a greater interest in going beyond exploration and moving toward colonizing regions in North America. Competitiveness existed between the super powers of Europe. Expanding and controlling new lands became a primary goal. The idea of mercantilism (government control of foreign trade is important to ensure prosperity and military security) became a major focus for European countries.

Individuals made multiple attempts to colonize the region but were not very successful. Eventually, English merchants decided to seek charters from the English government (King James I) which would technically allow a group of investors to create a company for the purpose of settlement. Investors expected to make a profit based on the success of the colony that was settled. In the case of Jamestown, the quick profit maker would have been gold and/or silver; unfortunately, none was discovered. It took years for this colony and other colonies to reorganize and shift to other means of making a profit for their investors and a livelihood for themselves. Examples of products that made profitable gains were tobacco, rice, lumber, fishing, cattle, and fishing.

From the settler's point of view, many came to North America seeking political and religious freedom. They searched for better ways of life with opportunities to move up socially and perhaps someday become landowners. The region began to subdivide itself into three major sections; the New England colonies, the Middle colonies, and the Southern colonies. Each of the three regions had similar objectives but they also differed in their religious thought, political thought, resources, and geographic features. It is important to note that the physical geography often drove the economy for each of the regions.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE	Notes for Teacher NOTE: 1 Day = 50 minutes Suggested Day 1 –15 minutes
<ol style="list-style-type: none"> 1. Present to students the following scenario: <ul style="list-style-type: none"> • You are lost a long way from your home and you need to find your way back. It is getting close to sundown. You do not have a GPS, no vehicle, no visible person in sight and no phone. You have some water. What are some possible ways and tools that would help you get back home? (<i>map, compass, position of the stars.</i>) 2. Write the following words on the board: grid system, legend, symbols, scales, and compass rose. 3. Facilitate a discussion where students share what they know about these geographic tools that have been studied in earlier grades. 4. Project a series of maps of the United States. The maps should include 	<p>Materials</p> <ul style="list-style-type: none"> • maps, a variety of maps of the United States http://www.lib.utexas.edu/maps/united_states.html • map, political map of the United States • map, physical map of the United States • map, climate map http://www.nationalatlas.gov/printable/climate.html • map, vegetation map <p>Purpose: Access prior knowledge and speculate on how geographic factors influence decisions about where to live.</p> <p>TEKS: 5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.8A, 5.8B, 5.8C</p>

Suggested Duration: 3 days

geographic tools including a latitude/longitude grid, a legend, symbols, a scale and a compass rose. (Note: not all of the maps need to include all of the listed tools.) The series of maps should include:

- A political map of the United States
- A physical map of the United States

5. Students sketch a map of the United States and add features of the displayed maps to their sketch. Include features such as:
 - state boundaries of Texas (political feature)
 - the Mississippi River, Rocky Mountains, Appalachian Mountains the Great Plains, the Gulf Coast (physical characteristics)
 - where resources such as coal and oil are found in the United States
6. In a brief discussion, lead students to understand that different maps have different purposes and convey different information, but all use geographic tools.
7. Students complete their sketch/map by adding the TODAL pieces (T=title, O=orientation- compass rose, D=data, A=author, L=legend and labels).
8. Display a variety of other maps, including climate, and vegetation maps.
9. Students practice reading displayed maps, sharing information they gain from the different maps. This includes recognizing and using geographic tools including grid systems, legends, symbols, scales, and compass roses.
10. Facilitate a discussion where students consider the maps they have studied and the explorers who first came to the New World. They discuss whether the explorers would have had maps and geographic tools, whether such maps and tools could have helped them decide where to settle, and how they might have helped.

EXPLORE/EXPLAIN – Types of Maps

Suggested Day 1 (cont'd) –15 minutes

1. Say:
 - **The United States did not always look the way it does today. In the last unit, we studied early explorers who came to what is now the United States and we learned about early settlers and where they settled. But why did they choose to live where they did?**
 - **We are going to apply what you have learned about the different types of maps to learn about the regions that were settled and colonized by England.**
2. Project a series of maps of the thirteen colonies. Do not tell students what type of map it is. They infer the type of map, justify their answer, and state an example of information gathered from the map, such as
 - A political map of the thirteen colonies (shows boundaries of each colony)
 - A physical map of the thirteen colonies (shows physical characteristics such as rivers, mountains, lakes, ocean)
 - A regional map of the thirteen colonies (shows the division between the New England colonies, the Middle colonies and the Southern colonies)
 - A natural resource map of the thirteen colonies (shows natural resource locations)
3. As each map is projected, students sit with a partner and discuss and then write a brief statement that lists the type of map projected (physical, political, special purpose), provides an example of information gathered, and supports the information with evidence (often a statement about the legend). Maps may need to be shown multiple times or made available to students (in textbook or handout form).

Materials:

- maps, early maps of the colonies
- map, thirteen colonies

Purpose:

Students apply what they have learned in the previous activity to the English colonies.

Suggested Duration: 3 days

<p>4. Project/display maps and randomly call on student pairs to share their statements.</p>	
<p>EXPLORE – Physical Environment of Colonies</p>	<p>Suggested Day 1 (cont'd) – 20 minutes</p>
<p>1. Form collaborative groups of 4 or fewer students (student pairs preferred).</p> <p>2. Distribute to each student (or provide access to) a map of the thirteen colonies.</p> <p>3. Distribute to each student the Handout: Geographic Factors of the English Colonies and the Handout: Regions of Colonial America.</p> <p>4. Students work together, using the textbook, the Handout: Geographic Factors of the English Colonies, and other classroom resources to research information about the differences in the physical environment of the colonies (New England, Middle, and Southern).</p> <p>5. Students sketch the thirteen colonies in the right-hand side of the Handout: Regions of Colonial America, (use a map from the textbook as a guide), label the colonies in each region, add significant physical features of the topography, and shade the regions.</p> <p>6. To deepen understanding, students read appropriate sections of their textbook and other classroom resources. (This can be completed as homework.)</p>	<p>Materials</p> <ul style="list-style-type: none"> • map of the thirteen colonies (1 per student) • chart paper • markers <p>Attachments:</p> <ul style="list-style-type: none"> • Handout: Geographic Factors of the English Colonies (1 per student) • Handout: Regions of Colonial America (1 per student) <p>Purpose: Students differentiate between the regions and the geographic/physical features that impact the region's economy.</p> <p>TEKS: 5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.8A, 5.8B, 5.8C</p> <p>Instructional Note: Most textbooks contain a variety of maps of the thirteen colonies that can be used for this lesson.</p>
<p>EXPLAIN – Physical Environment of Colonies</p>	<p>Suggested Day 2 – 5 minutes</p>
<p>1. To review learning from Day 1, students write a summary of the geographic features of each region by completing the following sentence stems:</p> <ul style="list-style-type: none"> • The geographic features of New England were... • The geographic features of the Middle colonies were... • The geographic features of the Southern colonies were... <p>2. Students share their statements with a partner and provide evidence from the textbook or other classroom materials.</p> <p>3. Teacher circulates to ensure that information being shared is correct.</p>	
<p>EXPLORE/EXPLAIN – Geographic Factors and Settlement</p>	<p>Suggested Day 2 (cont'd) – 25 minutes</p>
<p>1. Move the conversation to today's focus by using words such as:</p> <ul style="list-style-type: none"> • We have learned about the geography of different regions of the 13 colonies. Let's look at where people chose to live in those regions and how they made a living. • We want to explore how geographic factors influenced the region's economy and how people adapted to or changed their environment. <p>2. Pair students. Student pairs speculate on how the environment affected where and how people lived and then share their speculations with the whole group.</p> <p>3. Scribe student responses on chart paper</p> <p>4. Display a map of the colonies with population centers and other population data and students examine a variety of maps in their textbook and other resources where students gain information about settlements, location of natural resources, etc.</p> <p>5. Facilitate a discussion where students use what they have learned from the maps and resources to infer and draw conclusions about the question:</p> <ul style="list-style-type: none"> • How did geography affect the economic development of the three regions of colonial America? <i>In general,</i> <ul style="list-style-type: none"> • <i>New England: Harsh Climate and rocky soil led to subsistence farming; coastal location led to shipbuilding and other industries,</i> 	<p>Materials:</p> <ul style="list-style-type: none"> • map of thirteen colonies showing physical features and natural resources • map of thirteen colonies showing population centers • map of thirteen colonies showing colonial industries • data on population of the 13 colonies • chart paper <p>Purpose: Students come to realize that the South became predominantly rural and the Northeast and Middle colonies had both cities and rural areas. This will lead to a connection later to the idea of sectionalism.</p> <p>TEKS: 5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.8A, 5.8B, 5.8C</p> <p>Instructional Note:</p> <ul style="list-style-type: none"> • Most textbooks contain a variety of maps of the thirteen colonies that can be used for this lesson.

Suggested Duration: 3 days

fishing, and trade

- *Middle Colonies: fertile soil and milder climate led to larger farms and cash crops; availability of natural resources led to small-scale manufacturing, lumbering, and mining; good ports allowed trade.*
- *Southern Colonies: Rich soil and warm climate led to large farms, cash crops, the development of the plantation system (which led to an economy based on slavery)*

6. Inferences and conclusions should include:

- **Cities and settlements grew where people could meet their basic needs: where the land was relatively level and fertile for growing food and where there was access to fresh water (3 Fs – Flat, Fertile, Fresh water)**
- **Cities and settlements grew where people had access to transportation (rivers and ports)**
- **Cities and settlements grew where people had access to natural resources so they could make a living (lumber for shipbuilding, port for shipbuilding, fertile land for crops, seacoast for fishing)**
- **Latitude affects where people live and how they make a living. The more northern latitudes mean the climate is colder, with harsher winters. The more southern latitudes mean the climate is generally warmer with longer growing seasons.**

7. Continue the discussion by asking questions such as the following. Students first discuss the questions with a shoulder partner, and then share with the class.:

- **How did people modify the environment to meet their personal and economic needs?** *(Possible answers include: cut down forests, built houses and roads, planted non-native crop plants, etc.)*
- **What were some of the positive and negative consequences of this human modification of the environment?** *(Possible answers include: (positive consequences: people had places to live and ways to make a living; people's lives were easier, farmers could feed more people; negative consequences: devastated the whale population, destroyed forests, began to rely on slave labor for new crops, drove out native peoples, etc.)*

ELABORATE – Colonial Times vs. Today

Suggested Day 2 (cont'd) – 20 minutes

1. Display maps of the United States today.
2. Facilitate a discussion where students use academic language and evidence from resources used during the lesson to apply their learning to the United States today. Ask questions such as:
 - **Do any of the geographic factors we discussed in colonial times still influence where people live today?** *(Responses and examples will vary, but yes, the geography of a place influences where people live.)*
 - **How does geography affect the economic development of the United States today?**
 - **What are some of the positive and negative consequences of human modification of the environment in the United States today?**
 - **Has technology had an impact on the environment?**

Materials:

- Maps of the United States today

Purpose:

The purpose of this activity is to guide the students to the idea that the reason that people live in a certain area is based on the availability of resources and it has not changed over time.

TEKS: 5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.8A, 5.8B, 5.8C

EVALUATION

Suggested Day 3 – 50 minutes

Suggested Duration: 3 days

Grade 05 Social Studies Unit 01 PI 02

Complete a map of the 13 English colonies to show the major regions. Label the colonies, major settlements, and geographic features. Include a scale, compass rose, and legend. Based on your map, write a summary explaining how geographic factors affected the settlement patterns.

Standard(s): 5.6A , 5.6B , 5.8C , 5.25D

ELPS ELPS.c.1C , ELPS.c.1E , ELPS.c.1F

TEKS: 5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.8A, 5.8B, 5.8C, 5.8D

Geographic Factors of the English Colonies

Geographic Factors – New England (Northeast)

Massachusetts, New Hampshire, Connecticut, Rhode Island

Topography – rocky and mountainous in many areas; mostly hills with rocky soil, forests

Climate – colder than the other colonies because it was further north; severe winters with snow and ice; short growing season for crops

Water – rivers; good ports on the Atlantic Ocean

Natural resources – fish, whales, trees, and furs

Geographic Factors – Middle Colonies

New York, Pennsylvania, New Jersey, Delaware

Topography – hills and flat land with good soil

Climate – moderate in winter time and moderately long growing season

Water – rivers; ports on the Atlantic Ocean

Natural resources – iron ore and good soil

Geographic Factors – Southern Colonies (South)

Maryland, Virginia, North Carolina, South Carolina, Georgia

Topography – broad coastal plain that is hilly and covered with forests

Climate – warm and moist with a long growing season, tropical and sub-tropical, forests

Water – rivers; good ports on the Atlantic Ocean

Natural resources – rich farmland, forests, and fish

Regions of Colonial America

	Topography (surface features)	Climate	Water	Natural Resources
New England				
Middle Colonies				
Southern Colonies				

Sketch the 13 colonies here. Label them, and shade each region.

Regions of Colonial America **KEY**

	Topography	Climate	Water	Natural Resources
New England	rocky and mountainous in many areas; mostly hills with rocky soil, forests	colder than the other colonies because it was further north; severe winters with snow and ice; short growing season for crops	rivers; good ports on the Atlantic Ocean	fish, whales, trees, and furs
Middle Colonies	hills and flat land with good soil	moderate in winter time and moderately long growing season	rivers; ports on the Atlantic Ocean	iron ore and good soil
Southern Colonies	broad coastal plain that is hilly and covered with forests	warm and moist with a long growing season, tropical and sub-tropical, forests	rivers; good ports on the Atlantic Ocean	rich farmland, forests, and fish