

Name: Baldwin, Reynolds, Langteau		Grading Quarter:	Week Beginning: September 18-22 nd
School Year: 2023-2024		Subject: Social Studies	
Monday	Notes: Part 1	<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 – Part 1</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>Writing: Why did the Pilgrims think it was important to write the Mayflower Compact?</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
	Notes: Part 2	<p>Objective:</p> <p>Lesson Overview:</p> <p>Chapter 4: Lesson 5- The English in the Americas – Part 2</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> <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
Tuesday			

Wednesday	<p>Notes:</p> <p>skills page pg. 157</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>Writing Prompt: Would you rather have been a Jamestown colonist or Pilgrim at Plymouth? Explain.</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
Thursday	<p>Notes:</p>	<p>Objective:</p> <p>Lesson Overview:</p> <p>Chapter 4 Review pg. 158- 159</p> <p>Use the organizer to review the main ideas of the chapter. Have students use their textbooks and notes to complete and check their work.</p> <ul style="list-style-type: none"> Conquest of the Aztecs and Incas The Search for Gold and Riches New People in the Americas Encounters with the French and Dutch The English in the Americas 	<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>Social Studies Chapter 4 Test</p>	<p>Academic Standards:</p>