

CURRICULUM GUIDE
Fifth Grade Social Studies
Third Six Weeks

Unit of Study—Exploration and Colonization					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
5.23A	Identify the similarities and differences within and among selected racial, ethnic, and religious groups		Thanksgiving Activities <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i>	Pilgrim	Compare/Contrast activity—present day to colonial times as a young child
5.23B	Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States				
5.23C	Summarize and describe the contributions and influence of significant religious groups such as Pilgrims and Puritans on colonization and the lasting impact of religious ideals such as the Puritan work ethic and describe why they were forced out of England and its effect on Rhode Island, Maryland, and Pennsylvania			Refuge, trial by jury, justice, farm produce, Great Awakening, township, immigrant, militia, almanac, backcountry, loft, indentured servant,	
5.11B	Identify major industries of the three regions of colonial America, and justify why industries exist in a given region		Textbook —pp. 209-251	indigo, debtor, planter, tidewater, broker, auction, overseer, spiritual, public service, apprentice, county seat, county	Graphic Organizer illustrating differences between three regions of colonial America