

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Mass.	http://www.doe.mass.edu/frameworks/hss/final.pdf	Grade 5 Concepts and Skills Grade 5 Learning Standards	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	
			Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	Grade 5 Concepts and Skills Economics 12. Define what an entrepreneur is (a person who has started a business seeking a profit) 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 <u>The Political, Intellectual, and Economic</u>

				<p><u>Growth of the Colonies, 1700-1775</u></p> <p>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)</p> <p>A. the fishing and shipbuilding industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</p>
			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p><u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u></p> <p>5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)</p> <p>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</p>

				<p>A. the relatively small number of colonists who came from other nations besides England</p> <p>B. long experience with self-government</p> <p>C. the high rates of literacy and education among the English colonial leaders</p> <p>D. England’s strong economic, intellectual, and military position</p> <p><u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u></p> <p>5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)</p> <p>A. legislative bodies</p> <p>B. town meetings</p> <p>C. charters on individual freedom and rights</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European 	<p>Grade 5 Learning Standards</p> <p><u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u></p> <p>5.6 Explain the early relationship of the English settlers to the indigenous peoples, or</p>

			<p>survival</p> <ul style="list-style-type: none"> • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p>Indians, in North American, 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).</p> <p><u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u></p> <p>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)</p>
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