FACILITATION GUIDE · 60-MINUTE LESSON · GRADE 5 · 5.H.1-5.H.6 · 5.G.5-5.G.10 · 5.E.1

Colonial Road Trip, 1750

Native Americans, Exploration & the Thirteen Colonies: Describe early Native American cultures and European exploration, compare the reasons for colonization, and explain the political, social, and economic organization of the New England, Middle, and Southern colonies.

Learning target: I can compare Native American cultures and the three colonial regions and explain how geography shaped how people lived.

Success looks like: Students use the vocabulary correctly, complete the virtual field trip, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE — 60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Virtual Field Trip	Launch Colonial Road Trip, 1750. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Colony	A settlement ruled by a faraway country.
Cash crop	A crop grown to sell, like tobacco or rice.
Indentured servant	A person who worked for several years to pay for passage to America.
Culture region	An area where groups share similar ways of life shaped by environment.
Columbian Exchange	The movement of plants, animals, people, and diseases between the Americas and Europe/Africa after 1492.

1. WARM-UP

0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	What is a natural resource? Give two examples from Indiana.	Something from nature people use. Examples: corn/farmland, limestone, rivers, forests, coal.
2	Why might people choose to live near a river?	For water, food (fish), travel, trade, and fertile soil.
3	If you were starting a new town with rocky soil and a long, cold winter, how would people earn a living?	Fishing, lumber, shipbuilding, and trade instead of big farms.

2. MINI-LESSON

0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): You must start a town with rocky soil and long, cold winters. What will most people do for work? Class vote: Grow big fields of crops / Fish, build ships, and trade / Mine for gold

Step 1 (3 min): Native nations adapted

Teach	Native nations adapted to their environments. Eastern Woodlands peoples like the Miami farmed the Three Sisters and hunted in forests. Plains nations followed the bison.
Interactive tool	Flip cards: Eastern Woodlands, Great Plains, Southwest
Students do	Match each region to its way of life: Woodlands, Plains, Southwest.
Turn and talk	How did the environment shape the homes Native nations built? Give one example.
Worksheet Part 5A	Eastern Woodlands peoples farmed the THREE SISTERS: corn, beans, and squash. Plains nations depended on the BISON.
Check for understanding	Why did Plains nations use tipis? Answer: (A) They could be moved to follow the bison

Step 2 (3 min): Why Europeans explored

Teach	Europeans explored for gold (riches and trade), glory (fame and power), and God (spreading Christianity). The Columbian Exchange moved plants, animals, people, and diseases across the ocean.
Interactive tool	Board and notes

Students do	List one item that went each way in the Columbian Exchange.
Turn and talk	The Columbian Exchange helped and harmed. Give one example of each.
Worksheet Part 6A	Europeans explored for GOLD, GLORY, and God. The COLUMBIAN EXCHANGE moved goods and diseases both ways.
Check for understanding	Which went from the Americas to Europe? Answer: (C) Potatoes and corn

Step 3 (3 min): Three colonial regions

Teach	Geography shaped the economy. New England: rocky soil, fishing and shipbuilding. Middle: fertile soil, grain, the "breadbasket." Southern: warm climate, plantations of tobacco, rice, and indigo worked by enslaved Africans.
Interactive tool	Board and notes
Students do	Copy the three-region chart and fill in the Economy row.
Turn and talk	If you were a colonist who loved farming, which region would you choose and why?
Worksheet Part 7A	Geography shaped each region's ECONOMY. The Middle colonies were the BREADBASKET. The Southern colonies grew CASH CROPS.
Check for understanding	Which region relied most on plantations? Answer: (C) Southern

Step 4 (3 min): Using evidence about regions

Teach	Historians connect evidence to claims. If a source mentions whaling and shipyards, that evidence points to New England.
Interactive tool	Board and notes
Students do	Read this clue and name the region: "Our farms grow wheat to sell in Philadelphia."
Turn and talk	How can one clue in a letter (like "cod fleet") point to a whole region?
Worksheet Part 8A	To make a claim about a region, I connect EVIDENCE like jobs and crops to its GEOGRAPHY.
Check for understanding	"Our farms grow wheat to sell in Philadelphia." Which region? Answer: (C) Middle

I do: worked example (shown one step at a time)

1. Chart: New England | Middle | Southern.
2. Climate row: cold, rocky | mild, fertile | warm, long growing season.
3. Economy row: fishing, shipbuilding, trade | grain farms ("breadbasket") | plantations of tobacco, rice, indigo.
4. Key idea: geography (land and climate) shaped how people made a living.

What to say on every slide is in the presenter script PDF.

We do: guided practice

Clue: "Our plantation grows tobacco, and ships carry it to England." Which colonial region is this, and what evidence proves it?

1. Underline the evidence: "plantation," "tobacco," "ships carry it to England."
2. Plantations and cash crops like tobacco needed a warm climate and a long growing season.
3. That describes the Southern colonies.
4. Claim: Southern colonies. Evidence: tobacco and plantations. Reason: warm climate supported cash crops.

Answer: Southern colonies

You do: independent check (2 min)

Which clue would MOST likely come from the Middle colonies? (A) "The rocky soil makes farming hard." (B) "Enslaved workers harvest rice in the heat." (C) "We hunt bison on the plains." (D) "Our wheat fields feed families across the colonies."

Answer: (D) "Our wheat fields feed families across the colonies.". Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

> **Misconception:** "All Native Americans lived the same way." Hundreds of nations had different languages, homes, and economies.
>
> **Misconception:** "The land was empty when colonists arrived." Native nations had lived there for thousands of years.
>
> **Misconception:** "All colonists came for religious freedom." Many came for land, money, or were forced (enslaved Africans).

3. VIRTUAL FIELD TRIP: COLONIAL ROAD TRIP, 1750 — 0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Frame it as a real trip: "Buses leave in 1 minute!" Project the start screen and read the story together.
- Stops go in order along the route. Remind students that each stop's info card is their "tour guide," so they should read it first.
- Ask early finishers to write a postcard (3 sentences) home describing the most interesting stop.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF — 0:48–0:52 · 4 min

1. Which colonial region would you have chosen to live in, and why?
2. How did geography affect the jobs people had?
3. Whose perspective is often missing from stories about the colonies?

Close the loop: return to warm-up question 3. Answer: Fishing, lumber, shipbuilding, and trade instead of big farms.

5. EXIT TICKET

0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new situation using Historian's Claim (Claim, Evidence, Source, Explain). Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
Colonial Road Trip, 1750 (.html)	The virtual field trip for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
Library of Congress: Classroom Materials (extra)	Primary source sets on colonial settlement and Native American life. https://www.loc.gov/programs/teachers/classroom-materials/
Smithsonian NMAI: Native Knowledge 360° (extra)	Free lessons written with Native communities. https://americanindian.si.edu/nk360/
Colonial Williamsburg: Learn (extra)	Videos and virtual tours of colonial daily life. https://www.colonialwilliamsburg.org/learn/
Indiana Historical Society (extra)	Resources on Indiana's Native nations, including the Miami and Potawatomi. https://indianahistory.org/

ANSWER KEY: COLONIAL ROAD TRIP, 1750

Stop 1: Boston, Massachusetts (code piece: T)
1. Why did most New Englanders NOT run large farms? -> Rocky soil and a short growing season
2. Which jobs were common in New England? -> Common in New England: Fishing, Shipbuilding, Whaling | Not common in New England: Large rice plantations, Growing tobacco
3. What was a town meeting? -> A gathering where free men voted on local issues
Stop 2: Philadelphia, Pennsylvania (code piece: R)
1. Why were the Middle colonies called the "breadbasket" colonies? -> They grew large amounts of grain like wheat
2. Which word best describes the people of the Middle colonies? -> Diverse
3. True or false: William Penn founded Pennsylvania as a place of religious freedom. -> True
4. Tap the colonial region known as the "breadbasket" colonies. -> Tap Middle
Stop 3: Williamsburg, Virginia (code piece: A)
1. What is a cash crop? -> A crop grown to sell for money
2. Match each colony to its main cash crop. -> Virginia = Tobacco; South Carolina = Rice and indigo; Pennsylvania

(Middle) = Wheat

3. Whose labor did Southern plantations depend on? -> Enslaved Africans

4. Tap the THREE cash crops in this sentence from your travel notes. -> “tobacco,” + “rice,” + “and indigo”

Stop 4: The Trade Routes (code piece: D)

1. Sort the goods by where they usually came from. -> Raw materials from the colonies: Lumber, Tobacco, Furs | Manufactured goods from Britain: Cloth, Iron tools, Glass windows

2. What was the Middle Passage? -> The forced voyage of enslaved Africans across the Atlantic

3. Tap the route that shows the Middle Passage. -> Tap Route 3

Stop 5: Writing Your Report (code piece: E)

1. Sort each fact into the correct colonial region. -> New England: Rocky soil, cold winters, Whaling and shipbuilding | Middle: "Breadbasket" of wheat, William Penn and the Quakers | Southern: Tobacco and rice plantations, Long, warm growing season

2. Which statement best sums up your report? -> Each region's geography shaped how colonists earned a living

3. One last check for your report: tap the region where whaling, fishing, and shipbuilding were the main jobs. -> Tap New England

Final code: TRADE