

UNIT 3—5th Grade Social Studies Exploration

Title: Other Countries Explore and Settle Subject/Course: Social Studies Length: 4-5 weeks	
Topic: Cooperation and Conflict Grade: 5 Designer: Finch/Johnston	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: in the Americas. Primary sources provide historical information and points of view. Technology had made ocean exploration possible. Major European countries were in competition to extend their power in the Americas and claim the land as their own. European explorers in the 1400s were looking for a sea route to Asia. In 1492, Columbus tried to reach Asia by sailing west across the Atlantic, but he reached the Americas instead. Conquistadors explored and claimed much land for Spain. Missionaries came to the Americas to spread the Catholic religion.	ESSENTIAL QUESTIONS: What do you think the Europeans were looking for when they began exploring the Americans? Which country claimed the most land in America? Why did Europeans not know that American blocked their route to the Pacific Ocean?
STUDENT LEARNING EXPECTATIONS: G1.5.7 Recognize the various types of maps used by geographers. G2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States. G2.5.3 Recognize examples of cultural diffusion, cultural exchange, assimilation. G3.5.1 Recognize factors that influence migration (e.g. employment, natural resources) G3.5.2 Define push-pull factors. G3.5.3 Identify various forms of technology and methods of transferring ideas and information. C5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g. Mayflower Compact. . .) H 6.5.3 Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto) H 6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France. H6.5.5. Describe the role and impact of legislative bodies in the colonial government (e.g. town meetings) H6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g. Roanoke, Jamestown, King Philip's War) H 6.5.11 Evaluate the contributions of political and religious leaders in colonial America (e.g. John Smith, William Bradford, Roger Williams, Anne Hutchison, John Winthrop, Thomas Hooker, William Penn)	. H6.5.23 Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America (e.g. Roanoke, Jamestown, St. Augustine, Quebec, Santa Fe) H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g. Wilderness Road, Louisiana Purchase, Gadsden Purchase) H.6.5.27 Identify and explain major pre-Colombian civilizations in Central and South America (i.e. Maya, Inca, Aztec) H 6.5.34 Locate and describe the differences between the three regions into which the English settled New England, Mid-Atlantic, South. E.7.5.2 Recognize that choices have both present and future consequences. E.7.5.4 Discuss the meaning of opportunity costs. E 7.5.6 Examine the economic decisions that every society must make: what is to be produced and in what quantities, how will it be produced, who will receive what is produced E.8.5.3 Identify the four basic categories of earned income that are received from the four factors of production wages and salaries, rent, interest, profit. E 9.5.4 Discuss the purpose of selling stocks to capitalized companies (e.g. joint-stock company) E 9.5.8 Identify the costs/benefits associated with the development of global trade. E 9.5.9 Identify various types of currency in the global economy E 9.5.10 Identify how changes in supply and demand affect prices.

<p>H.6.5.12 Describe the impact of slavery in the Americas (e.g. indentured servants, American Indians, African Americans.)</p> <p>H 6.5.22 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas, Columbian Exchange, Triangular Trade</p>	
<p>SPECIFIC DECLARATIVE KNOWLEDGE</p> <p>Jamestown marked the beginning of England's colonies in the Americas.</p> <p>Tobacco profits helped the colony grow and led to the use of enslaved African workers and to the Powhatan Wars.</p> <p>Describe the cooperation and conflict between settlers and Native Americans.</p> <p>Identify why Europeans began to look for a sea route to Asia.</p> <p>List things that Europeans found when they explored America.</p> <p>Give reasons why the Spanish explored and conquered large areas of the Americas.</p> <p>List all Explorers who explored the Americas and the things they found.</p> <p>Identify reasons Spain set up colonies in North America</p> <p>Identify reasons why the English settlers came to North America, and list the places they settled first.</p> <p>Reasons for the English settling in New England</p> <p>Identify vocabulary terms and their meaning throughout the text.</p> <p>Identify character traits of Columbus, Bartolome de Las Casas, Estavancio, Francisco Vasquez de Coronado, John Smith, Squanto, William Bradford, and Pocahontas).</p> <p>Identify specific dates on a time line</p> <p>Maps/Illustrations</p> <p>Identify Main Ideas and Supporting details</p> <p>Organize information in a checklist</p> <p>Add new information to background knowledge</p> <p>School of navigation in Portugal and new technology allowed Europeans to explore new lands.</p> <p>Learn how to turn headings into questions</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE</p> <p>Interpret and use information given on an elevation map.</p> <p>Trace on maps the routes of major explorers of the United States and identify the areas they claimed.</p> <p>Locate the lands in North America claimed by Spain.</p> <p>Analyze the differences between primary and secondary sources in historical and modern contexts.</p> <p>Complete graphic organizers, word webs, etc. identifying the different explorers.</p> <p>Summarize each chapter using the important events</p> <p>Analyze historical people, places, events, and ideas in graphic formats.</p> <p>Analyze visuals while reading</p> <p>Work in pairs to determine the main idea and details in specific section of text.</p> <p>In small groups students will plan a business for the community</p> <p>Group work</p> <p>Research Columbus' other voyages after reaching America</p> <p>Analyze the technology innovation that made sea exploration possible (compass, astrolabe, map, and chronometer)</p> <p>Complete a variety of writing assignments</p> <p>Locate places and routes on maps</p> <p>Describe the aims, obstacles, and accomplishments of the early explorers</p> <p>Scan certain sections to find the meaning of vocabulary terms</p> <p>Read different Points-of-View concerning Christopher Columbus's Voyages</p> <p>Compare/Contrast</p> <p>Cause/Effect</p> <p>Trace routes on a map</p> <p>Focus on related words ex: reform, reformation, counter-reformation</p>

UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Unit Project: A Museum of Exploration- Build a museum exhibit about the exploration and early colonization of North America. Decide which places, people, and events to include in the museum. Prepare brief journal reports, journal entries, drawings, maps, and models for the museum. Pg. 91N-97O in teachers manual D-B-Q Document-Based Question-Navigational Tools Pg. 118-119 Unit Assessment covering both chapters 3 and 4 Design a stamp or coin that honors an important person, place, or event related to the European exploration and colonization of the Americas.	
Traditional Assessments: Vocab quizzes Writing Assignments Chapter review Chapter test Unit Test	Other Evidence of Learning: Daily mini lessons Homework Assignments Lesson review Maps Graphic Organizers Writing assignments Routes

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Cultures Meet Introduce Unit Preview time Preview people Preview place Discuss the map and illustrations Start with a Journal- "The log of Christopher Columbus"-pg 104-107 Reading Social Studies Main Idea and Details Chapter 3 "The Age of Exploration" Introduce the Chapter Study skills Using visuals Historical people, places, events and ideas in graphic organizers Preview vocabulary Lesson 1 Preview Vocabulary Assess prior knowledge Express Path-Quick Summary pg. 110 Link History and Culture Look at the illustration of the caravel: Define caravel and then use as a springboard to discuss the main events in the section Discuss Main Idea and Details Plan a small business for the community in small groups Pg. 114 Review Questions Navigational Tools-Ling to the Big Idea Lesson 2 Preview Vocabulary Express Path-Quick summary of lesson	The United States: Making a New Nation, Harcourt Homework and Practice Book, Harcourt

Compare the voyages of Columbus and Cabot
 Use map on pg. 124 to describe Magellan's voyage around the world
 Review questions
 Make a table of Explorers
 Lesson 3
 Review points of view pg.126-127
 Preview Vocabulary
 Have class scan the selection to find the meaning of the words in bold.
 Choose a paragraph on pg 130-131 and have students get into pairs to read the paragraph and identify the main idea and supporting details.
 Review background "Seven Cities of Gold"
 Have students read the summary at the end of the lesson and re-state the lesson's key content.
 Review questions
 Write a journal entry
 Biography of Estevanico
 Lesson 4
 Review elevation maps pg. 136-137
 Preview vocabulary
 Build background knowledge
 Illustration-have students speculate about the location of the ship in the picture on pg 139.
 List all locations of Cartier's expeditions on pg. 140-141
 Divide class into 5 groups: have each group read one paragraph and summarize what the group learned.
 Review questions
 Writing: Pick a European explorer and write a scene about their contact with Native Americans.
 Students use Visual Summary on pg. 144-145 to review the chapter.
 Chapter Review
 Chapter Test

The First Colonies
 Chapter 4
 Introduce the Chapter
 Use a K-W-L chart-remind students that as they read to refer to their K-W-L chart and add to it as they see it necessary.
 Lesson 1
 Read Biography-Bartolome de Las Casas
 Preview Vocabulary
 Locate the lands in North America claimed by Spain
 Study the relations between Spanish colonists and Native Americans
 Write descriptions of presidios, haciendas, and missions.
 Review the graph on pg. 152 and look at the data it shows.
 Review questions
 Lesson 2
 Preview vocabulary
 History-Discuss what might have happened to the
 Lost Colony of Roanoke.
 List the advantages and disadvantages of Jamestown's relative location
 Background: John Smith pg. 156
 Review cause/effect and how events in history often have more than one cause or effect.
 Review questions
 Construct a time line of the important events in Jamestown's history
 Biography of Pocahontas
 Lesson 3
 Critical Thinking Skills-Compare Primary and Secondary Sources
 Divide the class into two groups. Have one group identify 3 primary sources in the classroom. Have the other group identify 3 secondary sources in the

<p>classroom. After they identify the sources have them share their ideas and how they were able to identify them as one or the other.</p> <p>Preview vocabulary Have students work in pairs to find the answer to the reading check question on pg. 163. Have students use a dictionary to define the meanings of majority and rule. Visual: Painting on pg. 166 discuss as a whole group. Review questions Write a speech that gives reasons why Pilgrims should or should not sign the mayflower Compact. Critical Thinking: Solve a Problem pg. 168-169 (analyze a problem the Pilgrims faced in their new land). Lesson 4 Preview vocabulary Build background pg. 170 Trace Champlain's routes shown on the map on pg. 171 Link History and Culture pg. 172 Theater-Divide class into small groups. Have each group create a skit about one of the expeditions discussed on pg. 174 Visual Literacy: Map-have students use their fingers to trace each route on the illustrated map. Discuss canoes and their importance. Have them figure out which explorer traveled the farthest, and what waterways the explorers used. Review questions Complete Main Idea and Details graphic organizer on pg. 177 Create a Map showing European land claims in North America Chapter Review Chapter Test</p> <p>Review and Test Prep for Unit Test pg. 182-183</p>	
Career Connections	
Historians, Explorers, Museum curators, map makers	