# UNIT 3—5th Grade Social Studies
## Exploration

<table>
<thead>
<tr>
<th>Title: Other Countries Explore and Settle</th>
<th>Subject/Course: Social Studies</th>
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<tbody>
<tr>
<td>Length: 4-5 weeks</td>
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<tr>
<td>Topic: Cooperation and Conflict</td>
<td>Grade: 5</td>
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<td>Designer: Finch/Johnston</td>
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### 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 Americas?
- Which country claimed the most land in America?
- Why did Europeans not know that America blocked their route to the Pacific Ocean?

### STUDENT LEARNING EXPECTATIONS:

<p>| G1.5.7 Recognize the various types of maps used by geographers. | H.6.5.23 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) |
| G2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States. | H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g. Wilderness Road, Louisiana Purchase, Gadsden Purchase) |
| G2.5.3 Recognize examples of cultural diffusion, cultural exchange, assimilation. | H.6.5.27 Identify and explain major pre-Colombian civilizations in Central and South America (i.e. Maya, Inca, Aztec) |
| G3.5.1 Recognize factors that influence migration (e.g. employment, natural resources) | H.6.5.34 Locate and describe the differences between the three regions into which the English settled New England, Mid-Atlantic, South. |
| G3.5.2 Define push-pull factors. | E.7.5.2 Recognize that choices have both present and future consequences. |
| G3.5.3 Identify various forms of technology and methods of transferring ideas and information. | E.7.5.4 Discuss the meaning of opportunity costs. |
| C5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g. Mayflower Compact. . .) | 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 |
| 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) | 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. |
| H 6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France. | E 9.5.4 Discuss the purpose of selling stocks to capitalized companies (e.g. joint-stock company) |
| H 6.5.5 Describe the role and impact of legislative bodies in the colonial government (e.g. town meetings) | E 9.5.8 Identify the costs/benefits associated with the development of global trade. |
| H 6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g. Roanoke, Jamestown, King Philip’s War) | E 9.5.9 Identify various types of currency in the global economy |
| H 6.5.11 Evaluate the contributions of political and religious leaders in colonial America (e.g. John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, William Penn) | E 9.5.10 Identify how changes in supply and demand affect prices. |</p>
<table>
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<tr>
<th>SPECIFIC DECLARATIVE KNOWLEDGE</th>
<th>SPECIFIC PROCEDURAL KNOWLEDGE</th>
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<tr>
<td>Jamestown marked the beginning of England’s colonies in the Americas.</td>
<td>Interpret and use information given on an elevation map.</td>
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<tr>
<td>Tobacco profits helped the colony grow and led to the use of enslaved African workers and to the Powhatan Wars.</td>
<td>Trace on maps the routes of major explorers of the United States and identify the areas they claimed.</td>
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<td>Describe the cooperation and conflict between settlers and Native Americans.</td>
<td>Locate the lands in North America claimed by Spain.</td>
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<td>Identify why Europeans began to look for a sea route to Asia.</td>
<td>Analyze the differences between primary and secondary sources in historical and modern contexts.</td>
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<td>List things that Europeans found when they explored America.</td>
<td>Complete graphic organizers, word webs, etc. identifying the different explorers.</td>
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<td>Give reasons why the Spanish explored and conquered large areas of the Americas.</td>
<td>Summarize each chapter using the important events Analyze historical people, places, events, and ideas in graphic formats.</td>
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<tr>
<td>List all Explorers who explored the Americas and the things they found.</td>
<td>Analyze visuals while reading</td>
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<td>Identify reasons Spain set up colonies in North America</td>
<td>Work in pairs to determine the main idea and details in specific section of text.</td>
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<tr>
<td>Identify reasons why the English settlers came to North America, and list the places they settled first.</td>
<td>In small groups students will plan a business for the community</td>
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<tr>
<td>Reasons for the English settling in New England</td>
<td>Group work</td>
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<tr>
<td>Identify vocabulary terms and there meaning throughout the text.</td>
<td>Research Columbus’ other voyages after reaching America</td>
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<td>Identify character traits of Columbus, Bartolome de Las Casas, Estavancio, Francisco Vasquez de Coronado, John Smith, Squanto, William Bradford, and Pcohantas).</td>
<td>Analyze the technology innovation that made sea exploration possible (compass, astrolabe, map, and chronometer)</td>
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<tr>
<td>Identify specific dates on a time line</td>
<td>Complete a variety of writing assignments</td>
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<tr>
<td>Maps/Illustrations</td>
<td>Locate places and routes on maps</td>
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<td>Identify Main Ideas and Supporting details</td>
<td>Describe the aims, obstacles, and accomplishments of the early explorers</td>
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<tr>
<td>Organize information in a checklist</td>
<td>Scan certain sections to find the meaning of vocabulary terms</td>
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<td>Add new information to background knowledge</td>
<td>Read different Points-of-View concerning Christopher Columbus’s Voyages</td>
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<td>School of navigation in Portugal and new technology allowed Europeans to explore new lands.</td>
<td>Compare/Contrast</td>
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<td>Learn how to turn headings into questions</td>
<td>Cause/Effect</td>
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<td>Trace routes on a map</td>
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<td>Focus on related words ex: reform, reformation, counter-reformation</td>
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### 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 and important person, place, or event related to the European exploration and colonization of the Americas.

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<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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<tr>
<td>Vocab quizzes</td>
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<td>Writing Assignments</td>
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<td>Unit Test</td>
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<td>Writing assignments</td>
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<td>Routes</td>
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### ACTIVITIES AND LEARNING EXPERIENCES

<table>
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<td>The United States: Making a New Nation, Harcourt</td>
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<tr>
<td>Homework and Practice Book, Harcourt</td>
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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
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
classroom. After they identify the sources have them share their ideas and how they were able to identify them as one or the other.

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 there 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

Review and Test Prep for Unit Test pg. 182-183

Career Connections

Historians, Explorers, Museum curators, map makers