Grade 5 Unit 2 Social Studies: Early Exploration Europeans Explore the Americas MP2-Daily 60-minute lessons for 4 weeks

Standards
NJ: 2014 SLS: Social Studies Grades 5-8

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Three Worlds Meet (Beginnings to 1620)

A. Civics, Government, and Human Rights

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Colonization and Settlement (1585-1763)

6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

B. Geography, People, and the Environment

6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.b Analyze the world in spatial terms, (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

Colonization and Settlement (1585-1763)

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

C. Economics, Innovation, and Technology

6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
### D. History, Culture, and Perspectives

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

### Unit Summary & Big Idea(s)

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- There are differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere

### Enduring Understandings

1. Prior to European exploration, Mesoamericans were the only human inhabitants throughout Central and South America.
2. Prior to European exploration, Native American tribes were the only human inhabitants throughout North America.
3. Trade between Europe and Asia spread new ideas.
4. New learning spread through Europe, leading to better tools for sailors and explorers.
5. Interaction between cultures will bring about change.
6. Societies adapt to their physical environments.
7. Many cultural traditions and heritages contribute to the diversity within our state and nation.
8. The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture.

### Essential Questions

#### Overarching Essential Questions

1. Why do people move?
2. When studying history, how do you determine whose point of view matters?
3. How do the resources where you live affect how you live?
4. What are the advantages and disadvantages when cultures interact?
5. How do people in different places and times make decisions about how to utilize their resources?
6. How have the events of the past help shape the present?

#### Topical Essential Questions

1. What is a culture?
2. How and why does where you live affect how you live?
3. How do human activity and environment affect each other?
4. How did the exploration of the Americas lead to the settlement?
5. What did explorers take to and from the New World during the Age of Exploration?
Content Knowledge

**Cover in This Approximate Order:**
1. European overseas exploration
2. Major European land/water routes and expeditions
3. Viking exploration in North America
4. Christopher Columbus and the Americas
5. Major Spanish, French, Dutch and English exploration of the Americas
6. Exchanges between Natives & Europeans
7. Columbian Exchange
8. Suffering to Natives and enslaved Africans

Skills

**Chronological Thinking**
1. Construct timelines of the events occurring during major eras.
2. Explain how major events are related to one another in time.

**Spatial Thinking**
1. Select and use various geographic representations to compare information about people, places, regions, and environments.
2. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

**Critical Thinking**
1. Compare and contrast differing interpretations of current and historical events
2. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

**Presentation Skills**
1. Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Encounter</th>
<th>Empire</th>
<th>Monarch</th>
<th>Renaissance</th>
<th>Compass</th>
<th>Cartographer</th>
<th>Navigation</th>
<th>Astrolabe</th>
<th>Caravel</th>
<th>Expedition</th>
<th>Claim</th>
<th>Isthmus</th>
<th>Demarcation</th>
<th>Treaty</th>
<th>Grant</th>
<th>Conquistador</th>
<th>desertion</th>
<th>Northwest</th>
<th>Passage</th>
<th>Estuary</th>
<th>Rapid</th>
<th>Company</th>
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Lesson 1: The True Story of Christopher Columbus
**Big Idea:** Columbus had many reasons for his voyage to the Americas.

**Engage:** Conduct a KWL activity to determine what the class knows about Christopher Columbus. Given that most students simply know Columbus as the one who discovered America, it will be necessary to direct the conversation by asking probing questions. For example, Why did he come here? What was he looking for? Did he bring anyone else with him on the trip? How long did he stay in America? The goal of the activity is for the students to realize that they know very little about Christopher Columbus. Show a video about Christopher Columbus as a way to begin to introduce his life to the students.

**Explore:** Students will evaluate fact-based and opinion-biased statements in the two Christopher Columbus articles. Make sure they can distinguish between fact and opinion and understand that the word “bias” means author’s point of view - and that they can identify key words/phrases that signal both. Project a few statements on the promethean board and have the students read them. Tell the students that these statements will help us practice our fact/opinion skills.

Examples are below:
- In 1856, Sir Hawthorne stated he felt there should be a law allowing people to protect their property from trespassers. (factual statement - provable)
- In 1857, Sir Hawthorne demonstrated disrespectful treatment towards a young lad who innocently walked across his property. (opinion-biased words - disrespectful/innocently)

Students can utilize the fact/opinion reference sheet for support in determining their answers.

Guide the students to determine the author’s perspective and how it may have affected how the information is presented.

**Explain:** Pass out the article titled, “Christopher Columbus.” Read this article first so that we don’t influence the students beliefs that facts may incorrect until they understand the traditional story. Conduct a think-aloud for the first paragraph to show how to evaluate the facts that are provable and the opinions that are debatable. Have students underline opinion and opinion words in red and identify the facts in blue. Teach them to identify facts - dates, provable information, or places. In an effort to have them not underline the entire article, teach them they can place brackets around factual paragraphs. Have students complete the finding of facts/opinions in partners while the teacher circulates around to check for understanding.

**Elaborate:** Students complete the same process with the second article, “Just Where was Columbus.”

**Evaluate:** Students respond to the question: Which article is more factually accurate?

Lesson Resources:
- Detailed Lesson Plan: The True Story of Christopher Columbus
- Video about Christopher Columbus
- Distinguishing between fact/opinion reference sheet

Lesson 2: Who Really Discovered the Americas?

**Big Idea:** Columbus had many reasons for his voyage to the Americas.
Engage: Students discuss the reasons why they believe we celebrate Columbus Day. Students will investigate why Columbus Day is an important holiday.

Explore: Students will evaluate fact-based and opinion-biased statements in the two Christopher Columbus articles. Guide the students to determine the author’s perspective and how it may have affected how the information is presented.

Explain: Students analyze the routes of Christopher Columbus’ voyages using a map and compare the information found on the maps with the information found in the articles.

Elaborate: Students will compare and contrast two different articles about Christopher Columbus to evaluate if we agree or disagree if Christopher Columbus really discovered America and if we should celebrate this holiday.

Evaluate: Students participate in a debate (or a socratic seminar) to make claims about whether they believe Christopher Columbus really discovered America.

Lesson Resources:
Detailed Lesson Plan - Who Really Discovered the Americas?
Article 1 - Christopher Columbus
Article 2 - Misconceptions about Christopher Columbus

Lesson 3: Navigation Tools

Big Idea: The Portuguese wanted to find a water route to Asia.

Engage: Ask students to think about what tools in a car that help us get from place to place. Allow them to brainstorm and reinforce their ideas (GPS, blinkers, steering where, mirrors, etc).

Explore: Ask students to research the various navigational tools that the early explorers used.

Explain: Have students debate about which navigational tool was most important. Encourage them to support their claims using evidence collected during their research.

Elaborate: Encourage the students to apply or extend the new concepts by using terms and definitions appropriate to the lesson.

Evaluate: Students provide reasonable explanations to support their claims (i.e. text evidence, prior knowledge, etc). Students demonstrate an understanding or knowledge of concepts and skills as it pertains to the daily life of the explorers. Students are able to correctly answer open-ended questions through the use of critical thinking.

Lesson 4: Impact of the Early Explorers

Big Idea: The history of our country’s development is filled with both positive and negative consequences.

Engage: Students investigate why explorers came to the Americas. Guide students to make connections about explorers wanting adventure, to trade goods, find new trade routes, religious beliefs, to find new land and treasures or for goods such as gold and spices.

Explore: Students investigate 8 different explorers. They will be asked to log information on an explorer card. The information will include: personal background, sponsor country, purpose for exploration, areas explored, impact on the Native Americans, impact of the expedition.

Explain: Students share their information with other groups in the class (think of a jigsaw
activity).

**Elaborate:** Students complete a T-chart which details the pros/cons of the explorer’s adventures. For example, they will evaluate the positives - religion, foods, plants, tools, new animals, resources, and land. Students should be able to determine the negatives which include: disease, fighting, theft, taking of land and resources, and damage to landscapes.

**Evaluate:** Class discussion regarding the questions: “In what ways do the actions of these explorers still affect our lives today?” and “Why was there so much competition between the countries?” Have students trace routes of exploration on a map. Guide them to make connections between the explorer’s influence on various locations in our present day world. For example, South America celebrates Spanish holidays. Canada has a large French-Canadian population. The United States speaks English. Follow up with the question, “How might our country have been different if these explorers never came to the New World?” If they struggle to make a strong connection, switch it up by asking, “What if the French landed in the U.S.? How would our country be different today? What if the Spanish landed here?”

Lesson Resources:
- Detailed Lesson Plan
- Early American Explorer Information
- Explorer cards

**Culminating Project**

*Explorers Project: (Performance based Assessment)* Each student will receive a list of explorers located in various regions. Students will pick one to research. Students will be provided a rubric to follow. They will write an essay about their explorer. They create a costume that they will wear during a school-wide wax museum. Students will write a speech (from the perspective of their explorer) detailing the notable achievements of their lives. The class must utilize different resources while conducting research. Next, they will present their findings during a school-wide wax museum.
**Assessment:**

*Part 1: Explorers Project: (Performance based Assessment)* Each student will receive a list of explorers located in various regions. Students will pick one to research. Students will be provided a rubric to follow. The class must utilize different resources while conducting research. Next, they will present their findings in a Powerpoint presentation.

*Part 2: Open-Ended Questions*: Students will write a short-constructed response to open-ended questions. The questions must be formulated around the “essential questions” and standards.

- *Part 3: Civics Quiz*: What is the name of the Vice President of the United States? If the President can no longer serve, who becomes President? #30 Who is the Commander in Chief of the military? #32 When must all men register for the Selective Service? #57 Name the US war between the North and the South? #73

**Modifications:**
Modified tests, quizzes, assignments, partner project activities, extended time

**Modifications for ELL:**
All WIDA Can Do Descriptors can be found at this link: [https://www.wida.us/standards/CAN_DOs/](https://www.wida.us/standards/CAN_DOs/)

- Grade 5 WIDA Can Do Descriptors:
  - Listening
  - Speaking
  - Reading

**Modifications for Gifted: (some ideas)**

- Modify activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
Other Modifications for Gifted Students:

**Sustainability**
Exploring is something our youth enjoy. We all like to explore different things just like previous explorers used ships and sailed around looking for wealth.

1. Have students choose something to explore as a whole group such as a broad topic like Game Systems. Allow them to find all of the game systems from the past, present, and future. After you have developed a list such as Nintendo, Super Nintendo, Game Boy, Nintendo Wii, Nintendo Switch, Sega Genesis...now Playstation 4, Microsoft X-Box One...Playstation 5. This will allow your group to gain information on one in-depth topic. This will also allow us to develop a timeline of release dates that can be parallel to timeline of explorer’s life (next unit). Timelines then can be bridged to have students create a timeline of their own life and important events.

2. Trading goods is especially useful when explorers did not have a common currency. See if the class can develop a way to trade goods by creating a list of items they think they cannot live without. Then write multiples of those items on a list, cut out and hand out to the class. By handing them out, now you can put the students in a small group and see if they can create a system of barter that will allow them to get what they want. For example, “I will give you three fish for one bear fur.” Students reliance on technology will likely have them bartering to get a phone, so see what they will give up from their own life to get a phone, then add in wifi, and a charger. This activity can be bridged in multiple directions depending on the “needs/wants” of the class.