

## Searching and Establishing a Unique America

Unit Question: – Are Americans ignoring the foundations established by the European explorers and colonists?

Concepts: Exploration, Contact, Change

Teacher distributes Categories of History student handout #1 defining political, economic, social, and religious categories. Discuss how these four categories might become foundations for exploration and colonization.

For specific TEKS, please refer to Unit One (1492-1733) in the 5<sup>th</sup> Grade Social Studies Pathways to Excellence Document (Revised 2004)

Unit Opener Activity and Pretest: Think Pair Share (Distribute student handout #2)

- How were these foundations important to explorers and colonists?

(Note: Students will work in pairs to complete the Explorers/Colonists column based on their knowledge of history. This is a pretest – there will be gaps in knowledge.)

<b>Foundations</b>	<b>Explorers/Colonists</b>	<b>Present Day</b>
Political		
Economic		
Religious		
Social		

## Categories of History

- **Political:** how people gain power in government, organization of government, and laws
- **Economic:** how people make money, meet their materials needs, and how goods are distributed in a society
- **Social:** how people live together in groups
- **Cultural:** arts, technology, and institutions of a society
- **Intellectual:** people's philosophy, values, and beliefs
- **Religious:** religious beliefs, traditional and non-traditional
- **Geographic:** the environment and how it affects people who live in it

## Unit Opener Activity

Unit Question: – Are Americans ignoring the foundations established by the European explorers and colonists?

Concepts: Exploration, Contact, Change

- How were these foundations important to explorers and colonists?

<b>Foundations</b>	<b>Explorers/Colonists</b>	<b>Present Day</b>
Political		
Economic		
Religious		
Social		

- How are these foundations important to us today?

## Key for Unit Opener Activity

How were these foundations important to explorers and colonists?

Answers might include the following:

<b>Foundations</b>	<b>Explorers/Colonists</b>	<b>Present Day</b>
Political	<ul style="list-style-type: none"> <li>• Classes of people (slaves)</li> <li>• Flags</li> <li>• Leadership</li> <li>• Noblemen</li> <li>• Merchant</li> <li>• Sailor</li> <li>• Explorer</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic Republic</li> <li>• Elected Officials/Elections</li> <li>• Government (3 branches)</li> <li>• Laws</li> <li>• Ability to amend Constitution</li> <li>• System of Checks and Balances</li> <li>• Bill of Rights</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Land (settled near waterways)</li> <li>• Gold</li> <li>• Northwest Passage</li> <li>• Better life</li> <li>• Indentured servants</li> <li>• Slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Industry</li> <li>• Career choices</li> <li>• Service-oriented economy</li> <li>• Free enterprise</li> <li>• Entrepreneurship</li> <li>• Technology (Information Age)</li> </ul>
Religious	<ul style="list-style-type: none"> <li>• Christianize Indians</li> <li>• Puritans</li> <li>• Pilgrims</li> <li>• Quakers</li> <li>• Catholics</li> </ul>	<ul style="list-style-type: none"> <li>• Religious diversity</li> <li>• Celebrate different religious holidays</li> <li>• Freedom of worship</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Beginning a new life</li> <li>• Seeking upward mobility</li> <li>• Social classes</li> <li>• Immigrants</li> <li>• Conquest of Native peoples</li> <li>• Clash of cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Social classes</li> <li>• Cultural diversity</li> <li>• Upward mobility</li> <li>• Free public education</li> <li>• Social Issues (Civil Rights, Americans with Disability Act, Equal Rights)</li> </ul>

## Visual Discovery – Explorers and Colonists

Show Transparency #1 – “Landing of Columbus,”

Spiral Questions:

- What do you see?
- What are they doing?
- Which foundation does this picture depict? Why?

(Source: <http://digital.nypl.org/mmpco> - Landing of Columbus)

Show Transparency #2 – “Jamestown Tobacco Plantation,”

Spiral Questions:

- What do you see?
- What are they doing?
- Which foundation does this picture depict? Why?

(Source: <http://www.pbs.org/wgbh/aia/part1/1h299b.html> - (A Tobacco Plantation Close-up)

Show Transparency #3 – “Landing of the Colony,”

Spiral Questions:

- What do you see?
- What are they doing?
- Which foundation does this picture depict? Why?

(Source: <http://digital.nypl.org/mmpco> - Landing of the colony)

Show Transparency #4 – “First Settlement of Boston”

Spiral Questions:

- What do you see?
- What are they doing?
- Which foundation does this picture depict? Why?

(Source: <http://digital.nypl.org/mmpco> - First settlement of Boston)

Modification for G/T Students: “Behind the Paintbrush”

1. As the artist, what are you thinking as you create this picture?
2. Why are you painting this scene in this way?
3. What are you trying to show?
4. What are your opinions about the event or the people you are depicting?

- How are these foundations important to us today?

(Note: Students will work in pairs to complete the Present Day column. This is a pretest – there will be gaps in knowledge.)

## Sections:

- Explorers
  - History Alive Lesson 4 – Why Europeans Left for the New World
  - History Alive Lesson 5 – Routes of Exploration to the New World
  - Harcourt – Chapter 3 - A Time of Exploration
  - Harcourt - Chapter 4 – European Settlement
  
- Colonists
  - History Alive Lesson 6 – Early English Settlements
  - History Alive Lesson 7 – Comparing the Colonies
  - Harcourt – Chapter 5 – New England Colonies
  - Harcourt – Chapter 6 – The Middle Colonies
  - Harcourt – Chapter 7 – The Southern Colonies

	Monday	Tuesday	Wed.	Thurs.	Friday
Week 1	Unit Preview & Pretest – Transparencies, Visual Discovery/ Spiral Questioning (G/T Modification), graphic organizer	HA! 4.1-4.11 ISN Reading Notes 4 Discuss religious and economic motivations.	Continue Les. 4 Discuss political and social motivations for exploration	Link lesson information to unit question ISN Processing 4 (Exploration Log) See Modifications ESL/Resource.	Review Unit Preview & Pretest for Content Mastery Assessment 4
	Additional Resources -- Harcourt – Chapter 3, Lessons 3,4,5; Time for Kids- Magellan;				
	HA! Lesson 5 – Experiential		Response	Review	Review Unit

Week 2	Exercise (See attached activity plan) or Alternative Preview 5 HA! Les. 5 Student Handout 5A, 5B, Read 5.1-5.10 ISN Reading Notes 5 Discuss political, social, religious, and economic motivations for exploration (Note: G/T Modification)		Group – Evaluate explorers’ impact on history – ISN Processing 5 (Explorer spectrum and editorial). See Modifications ESL/Resource.	Student Handout 5A&B and ISN reading notes; Tie experiential exercise/visual discovery to history.	Preview & Pretest for Content Mastery Assessment 5
	Additional Resources – Harcourt – Chapter 4, Lessons 3-5; <i>Encounter</i> by Jane Yolen; <i>If You Were There in 1492</i> – Barbara Brenner <i>Sign of the Beaver</i> – Elizabeth George Speare				
Week 3	HA! Les. 6 ISN Preview 6 Read 6.1-6.5 ISN Reading Notes 6	Continue ISN Reading Notes 6	Act-It-Outs Student Handout 6 (Pg. 73)– Focus on religious, economic, social and political motivations --	ISN Processing 6 (Real Estate Advertisement)	Review Unit Preview & Pretest for Content Mastery Assessment 6
	Additional Resources - Harcourt – Chapter 5; <i>Eating the Plates: A Pilgrim Book of Food and Manners</i> – Lucille Recht Penner; <i>Sign of the Beaver</i> – Elizabeth George Speare				
Week 4	HA! Lesson 7 ISN Preview 7 Read 7.1.-7-9 ISN Reading Notes 7	ISN Reading Notes 7 Sort colonies according to the foundation for establishing the colony	Set up letter rubric ISN Processing 7 (Farewell letter to family) – first draft. See modifications ESL/Resource.	Peer read around of farewell letter (See Activity Sheet)	Review Unit Preview & Pretest for Content Mastery Complete final draft of farewell letter Assessment 7
	Additional Resources – Time for Kids – Roger Williams, Shirley Plantation; <i>Sign of the Beaver</i> – Elizabeth George Speare; <i>Nystrom Historical Atlas</i> ; <a href="http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm">http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm</a>				
Week 5	<p>Problem solving groupwork – Using ISN Reading Notes 7 as historical background, create a billboard to advertise a colony (Performance-based assessment) This needs to include social, economic, political and/or religious foundations of the colony. (See Student Handout 7 which includes student roles and teacher checklist.) Note: See G/T, ESL, and Resource Modifications</p> <p>Groups can use Chapters 5, 6 and 7 in Harcourt to help complete the assignment. Groups will present their billboards. Teacher will work with students to create a rubric for assessment of product.</p> <p>Additional Resources – Time for Kids – Roger Williams, Shirley Plantation; <i>Sign of the Beaver</i> – Elizabeth George Speare; <i>Nystrom Historical Atlas</i>; <a href="http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm">http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm</a></p>				

<p><b>Week 6</b></p>	<p>Refer back to the graphic organizer that the students completed as the unit opener activity. Students revise information in the “Present Day” column on the chart based upon discussion and will present their findings. Divide students into response groups. They will use information from the class discussion and the chart to synthesize and evaluate responses for tomorrow’s student-centered discussion on the unit question. They should be able to explain and justify their stand for each of the four foundations.</p>	<p>Conduct a student-centered discussion on the unit question by having presenters call on each other and by using phrases such as, “ I disagree with your ideas, (student name) because...”</p> <p>Teacher conducts a wrap up so that students use higher order thinking skills to review the content of the unit. Wrap-up prompt: Which of the foundations should we keep? Which foundations should we change?</p>	<p><b>Stanford 9 Testing</b></p>
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## Experiential Exercise and Visual Discovery

### History Alive Lesson 5

Era: United States History 1492 – 1684

Activity: Seizing Property

Lesson: Routes of Exploration to the New World

This experiential exercise is designed to enable students to imagine and understand what natives experienced upon the arrival of the explorers. This activity begins as students are given a brown bag to decorate. They are then instructed to put their favorite pencils, markers, highlighters, and all jewelry in the bag. The teacher then collects all the bags, places them inside her own bag, and communicates satisfaction with his/her new-found wealth. (Hence, they are now the teachers' possessions.) The teacher displays the transparency, "Columbus enjoys new world riches". \*

Spiral Questions for "Columbus enjoys new world riches":

Level 1 – Gathering Evidence

1. What is the setting for this picture?
2. What people do you see in this picture?
3. What are the people doing?
4. What items do you see?

Level 2 – Interpreting Evidence

1. What is happening in the picture?
2. Who do you think these people are?
3. When and where did this take place?
4. What items are being shared?

### Level 3 – Making Hypotheses from the Evidence

1. What are the feelings of the people? (Both groups)
2. Why are people sharing items?
3. What might these people be thinking? (Both groups)
4. What could happen next?

### Modification for G/T Students: “Behind the Paintbrush”

5. As the artist, what are you thinking as you create this picture?
6. Why are you painting this scene in this way?
7. What are you trying to show?
8. What are your opinions about the event or the people you are depicting?

Next, the teacher reads several passages from Columbus’s journal and biography. Students respond about their feelings during this experience. The activity ends with a discussion in which students share the insights they gained from the exercise and relate the experience to historical reality.

\*Transparency accessed at: <http://digital.nypl.org/mmpco>. (Image ID# 814583)

## Excerpts from Columbus's Journal

- They never refuse to give any thing away which is demanded of them, and will even themselves entreat an acceptance of their property. They exhibit a great friendship towards every one, and will give whatever they have for a trifle or nothing at all.
- ...a sailor has acquired for a leather strap or piece of rope, gold to the amount of three *sueldos*. Others have obtained as much for a matter of still lower value. For new Spanish coins they would give any thing asked of them, as an ounce and a half or two ounces of gold, or thirty or forty pounds of cotton. Thus they would trade away their cotton and gold like idiots, for broken hoops, platters and glass.
- Finally to sum up the whole, and state briefly the great profits of this voyage, I am enabled to promise the acquisition, by a trifling assistance from their Majesties, of any quantity of gold, drugs, cotton...

(Source: *Journal of the First Voyage to America* by Christopher Columbus.  
Accessed at <http://www.questia.com>)

## Excerpts from Columbus's Biography

- “They are so artless and so free with all they possess, that no one would believe it without having seen it. Of anything they have, if you ask them for it, they never say no; rather they invite the person to share it, and show as much love as if they were giving their hearts; and whether the thing be of value or of small price, at once they are content with whatever little thing of whatever kind may be given to them”

(Source: *Christopher Columbus and the First Voyages to the New World* – Stephen C. Dodge)

Excerpts from Columbus's Biography (continued)

- “Not having any gold to send to Ferdinand and Isabella, Columbus determined to fill up his ships with another source of wealth, human labor. Their value would help repay some of the costs of his voyage...
- “He still believed that somewhere were rich gold fields that the Indians had concealed from him. So he ordered all Indians to collect a fixed amount of gold every three months. Each person who delivered his tribute of gold was given a copper token to hang around his neck. Indians found without that token had their hands cut off and were left to bleed to death. The gold ornaments worn by the Indians the Spaniards had immediately noticed and coveted had been made slowly out of the gathering of gold dust by many generations. By now, the Spaniards had robbed the Indians of all those ornaments.”

(Source: *Columbus and the World Around Him* – Milton Meltzer)

## Explorers' Impact on History Response Group

1. Teacher assigns groups of 3 or 4 students to discuss each explorer's impact on history. Using Reading Notes 5 for historical background, the students will then place each explorer on a spectrum in order of least impact on history to greatest impact on history. The students have the option of adding other explorers not mentioned in this section.
2. Distribute handout Processing 5 (Pg. 22).
3. After student groups have reached consensus on the ranking, each group will post their spectrum for others to view.
4. The teacher will lead a student-centered class discussion, encouraging debate.
5. Debrief students at the end of the discussion.
6. Students will process the lesson by writing an editorial about the explorer they believe was the most influential, supporting with facts.

## ESL/Resource Modifications for Processing 4, 5 and Processing 7 Activities

- List bulleted words and phrases instead of writing a paragraph.
- Orally share their response with teacher, peer, or an aide.
- Use word processing programs to type papers
- Illustrate a response and label the drawing rather than writing about it.
- Allow student to find and use digital images for their illustrations
- Reduce the number of requirements or length of written response
- Break longer writing assignments into smaller segments with intermediate due dates.

### **Additional modification for Processing 7**

- In the second paragraph, student compares and contrasts selected colony to just one other region of colonial America.

## Farewell Letter to Your Family Rubric

Name \_\_\_\_\_

	Points Possible	Student Evaluation	Teacher Evaluation
<b>Historical Content</b> <b>Selected Colony</b> <ul style="list-style-type: none"> <li>• Identify colony</li> <li>• Identify reason(s) for moving (social, political, economic, religious)</li> </ul>			
<b>Compare and contrast with two other regions of Colonial America</b> <ul style="list-style-type: none"> <li>• Focus on geography, society, religion, politics, and economy of colonies</li> </ul>			
<b>Organization of Letter</b> <ul style="list-style-type: none"> <li>• Date and salutation</li> <li>• 2 paragraphs</li> <li>• closing</li> </ul>			
<b>Voice</b> <ul style="list-style-type: none"> <li>• Letter sounds real – in first person present tense</li> <li>• Includes additional touches added for authenticity</li> </ul>			
<b>Mechanics</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Capitalization</li> </ul>			
<b>Rough Draft attached</b> <ul style="list-style-type: none"> <li>• Evidence of revision</li> </ul>			
<b>Met Deadline</b>			
<b>Total Points</b>			

Comments \_\_\_\_\_

## Peer Read Around for Farewell Letter

1. Place students in Peer Read Around groups and assign a leader for each group.
2. Review qualities of strong writing.
3. Select one or two qualities of a well-written letter for the students to concentrate on.
4. Use transparency to model how to mark the papers. (For example: Underline information about content in red, adding questions for clarification as necessary. Subsequent readings are marked in different colors and will focus on organization, voice, and mechanics.)
5. Distribute rough drafts from other groups.
6. Have students read and mark each paper where they see evidence of criteria listed in the rubric. Add questions to help clarify meaning. Rotate papers within the group to read for a different purpose (such as organization, voice, or mechanics). Continue this process until all group members have read all the papers.
7. Return rough drafts to the authors.

## Rubric for Colonial Billboard

Names \_\_\_\_\_

	Points Possible	Student Evaluation	Teacher Evaluation
<b>Content</b> <ul style="list-style-type: none"> <li>• Historical Accuracy</li> <li>• Slogan to identify colony's features</li> <li>• 3 catchy statements that describe colony               <ul style="list-style-type: none"> <li>○ geography</li> <li>○ climate</li> <li>○ economic</li> <li>○ religious</li> <li>○ political</li> <li>○ social</li> </ul> </li> <li>• 4 visuals that reinforce slogan and statements</li> <li>• sales presentation</li> </ul>			
<b>Visual appeal</b> <ul style="list-style-type: none"> <li>• decorate borders</li> <li>• easily seen</li> <li>• colorful</li> <li>• creative illustrations</li> </ul>			
<b>Sales Presentation</b> <ul style="list-style-type: none"> <li>• sales gimmick</li> <li>• educational</li> <li>• entertaining</li> <li>• easily heard</li> </ul>			
<b>Mechanics</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Capitalization</li> </ul>			
<b>Met Deadline</b>			
<b>Total Points</b>			

## ESL/Resource Modifications for Student Handout 7 Groupwork – Preparing a Colonial Billboard

- Offer assignments or roles that allow students to play to their individual strengths.
- Use word processing programs to type slogans and statements for billboard.
- Illustrate a response and label the drawing rather than writing about it.
- Allow student to find and use digital images for their illustrations.
- Reduce the number of requirements or length of written response
- Break longer writing assignments into smaller segments with intermediate due dates.
- Orally share their response with teacher, peer, or an aide.

### Modifications for G/T Students

- Allow students to access the Internet to do additional research to extend and enrich the assignment.
- Allow students to use productivity software such as PowerPoint and Inspiration to enhance the assignment.

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## **Alternate Preview 5**

It is the first day of school and the teacher allows you to choose any desk in the room. Draw a diagram of the classroom and label where you would sit. Also, explain your reasons for selecting this desk.

