



Comprehensive Curriculum

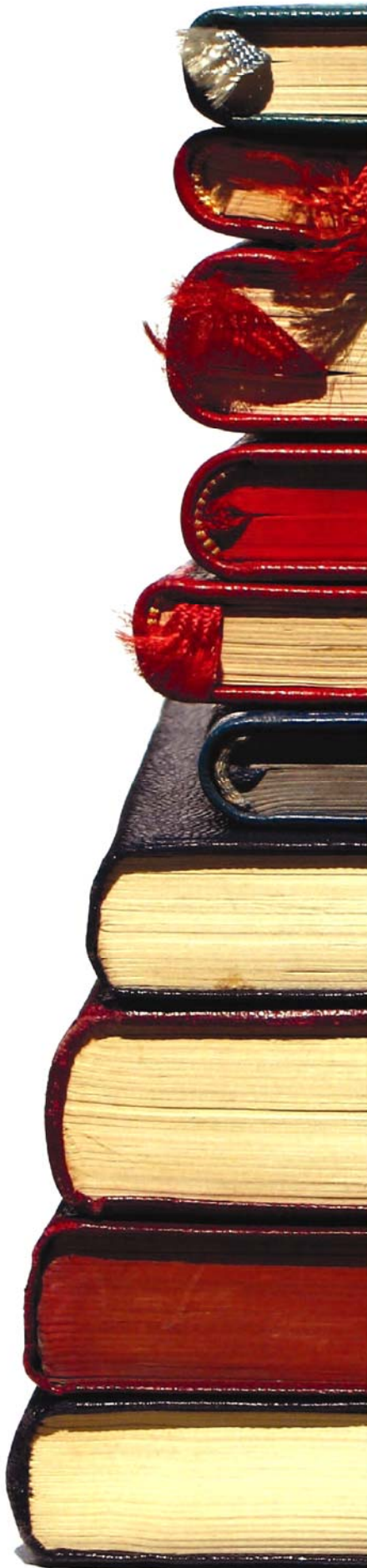
Revised 2008

Grade 5 Social Studies



Louisiana Department of
EDUCATION

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**Grade 5
Social Studies**

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Louisiana Comprehensive Curriculum, Revised 2008 **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://sda.doe.louisiana.gov/AccessGuide>.



Grade 5
Social Studies
Unit 1: Early Peoples in the Americas (Beginnings to 1492)

Time Frame: Three weeks



Unit Description

This unit focuses on the history of early peoples in the Americas and their geographic locations.

Student Understandings

Students understand the origins, characteristics, and differences among American Indian cultures and ancient empires. Students identify physical features of Earth and use a map key and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude to interpret a map.

Guiding Questions

1. Can students describe the economic activities of American Indian cultures prior to contact with Europeans?
2. Can students describe the origins, characteristics, and expansion of ancient American empires and complex societies in the Americas?
3. Can students interpret a map using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
3.	Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)
Economics	
18.	Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)
History	
41.	Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)

Sample Activities

Activity 1: Barter and Money Exchanges (GLE: 18)

Materials List: items to trade in simulation, play money, map of North America showing trade routes at time of exploration, current road map of Mexico

Introduce a simulation of a barter economy where students trade products without using money. (Students might bring items to trade in the simulation.) Allow time for bartering and debriefing of problems encountered. Simulate a market economy using play money and compare the outcome with bartering. Ask questions, such as the following:

- Which system provided a price for each item?
- Was it easier to trade using money?

Have students explain how *money* is the *medium of exchange* that is used in buying and selling goods in a market. *Barter* is the exchange of goods without the use of money. Classical cultures in the Americas used products as money in trading with other peoples within their empires. Ask students to identify products of value that could have been used as money in the various locations (e.g., pipes, beads, gold objects).

Provide a map of North America showing Native American trade routes at the time of exploration. Ask students to describe physical features that are associated with those trade routes (e.g., river valleys, mountain trails, animal trails). Using a road map of Mexico today, ask pairs of students to compare modern transportation routes with Aztec and Mayan trade routes. Ask students to explain how trade routes took advantage of physical features (e.g., plains, rivers) and draw their own maps of the Native American trade routes.

If there are no maps available through textbook resources, maps can be found as follows:

- <http://www.fofweb.com/Onfiles/Ancient/AncientDetail.asp?iPin=AK78> (trade routes)
- http://mexicochannel.net/maps/mexico_maps_carret.gif (road map)
- http://www.lib.utexas.edu/maps/atlas_mexico/highways_1972.jpg (road map)
- <http://www.lib.utexas.edu/maps/mexico.html> (political map and road map)

Activity 2: Achievements of Ancient Empires (GLE: 41)

Materials List: pictures of ruins of ancient civilizations, construction paper, crayons or markers

Introduce ancient empires in the Americas to the students by presenting pictures of the ruins of ancient civilizations. Ask the students what they think would be interesting to learn about the origins, characteristics, and expansions of these ancient American

empires. Students research the Incas, Maya, and Aztecs utilizing their textbook, encyclopedias, and the Internet. They should look for answers to their questions. A class discussion should follow so the students can share their findings. The teacher should be prepared to add any important information about the origins, characteristics, and expansion of these ancient American empires that the students may not present.

Using construction paper, students create a design that tells something about an achievement of one of the empires. Students briefly describe the achievement on the design. On the other side of the design, they describe something from present day that shows advancement in this achievement. For example, the students might create a design for the place-value number system of the Maya, the calendar system of the Aztec, or the road system of the Inca. Empires should be assigned to the students to give a variety of achievements from the different empires.

In addition to their textbook, students can go to <http://www.google.com> on the Internet and search for Aztecs, Incas, and Maya. Other reliable Web sites for resource are as follows:

- <http://home.freeuk.net/elloughton13/mexico.htm> (Teacher resource for Aztecs, lesson plans, quizzes)
- http://www.internet-at-work.com/hos_mcgrane (This student site provides a comprehensive overview of the Incas.)
- <http://tqjunior.thinkquest.org/5058/inca.htm> (This student site provides a comprehensive overview of the Incas. Easy reading)
- <http://www.nettlesworth.durham.sch.uk/time/alife.html> (Aztec daily life)
- <http://www.kstrom.net/isk/maya/maya.html> (Comprehensive links-site connects to resources on Maya.)
- <http://www.lpb.org/cyberchannel> (video clip library)
- <http://www.digonsite.com/grownups> (Offers special resources for teaching about Maya; additional websites. Also click on Links, then on “Search of the Maya World” for information on archeologists exploring a site inhabited by Maya.)
- <http://www.MrDonn.org> (Contains a variety of links to free online lesson plans, activities, and *PowerPoint*® formats)
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Once logged on Select *Educators’ Tools* and then find *Louisiana Content Standards*. Select *Social Studies, grade 5*. Scroll down to *GLE 41*. This section provides information on Aztecs, Incas, and Maya.)

Activity 3: Location of the Ancient Empires (GLE: 3)

Materials List: historical map of ancient empires, current political map

Students will locate the ancient empires in the Americas on a historical map. Have a class discussion about the location of the empires. Use the following questions, as well as others, to help with the class discussion:

- What bodies of water are around the empire?
- Are there any rivers? What are their names?
- What information is given in the map key or legend?
- How far is one city from another?
- What direction is this city from that city?
- What are the latitude and longitude lines of the locations of the empires?

Discuss which countries are currently located on the sites where the ancient empires once were located. Use a current political map for this discussion.

If there are no maps available through textbook resources, maps can be found as follows:

- <http://www.lib.utexas.edu/maps/mexico.html> (political map)
- http://www.lib.utexas.edu/maps/americas/south_america_ref04.jpg (political map)
- <http://www.lib.utexas.edu/maps/historical/index.html> (historical map) Click on Mexico and then Mayan lands and also Aztec, Olmec, and Mesoamerican maps.
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then find Louisiana Content Standards. Select *Social Studies, grade 5*. Scroll down to *GLE 41*. It provides information on Aztecs, Incas, and Maya, as well as historical maps.)

Activity 4: Anthropology and Classical Cultures (GLEs: 18, 41)

Materials List: Vocabulary Self-Awareness BLM

Tell students that they are going to act as anthropologists in the study of three classical Amerindian cultures—the Aztecs, Maya, and Incas.

Create an experience where students can comprehend the work of anthropologists. Bring to class a few small plastic bags filled with some items that could be found in the weekly garbage. Tell the class these are samples of people's garbage. Ask the students to examine the bags and explain how items in the garbage can help us describe how these modern people live. Relate this experience to the work of anthropologists as they dig in gravesites and garbage dumps in the study of ancient peoples.

Guide discussion to create a list of questions that need to be answered in a study of classical cultures in the Americas such as the following:

- What foods did the people eat? Did they raise crops? Hunt animals?
- How did they build homes? What materials did they use? Were they nomads living in temporary homes?
- Did they have a religion? What were some of their beliefs?
- What types of art, architecture, and crafts did they produce?
- How was the community organized? Who made the rules? How were leaders chosen?
- How did the environment influence building materials and foods?
- Describe the climate and physical features in which they lived.
- Indicate what was found to be their greatest accomplishment.

Tell the students that they are now experienced anthropologists, and they are going to analyze and describe the cultures of the Maya, Aztecs, and Incas by creating a “time traveler brochure” for each culture. Divide the class into groups of three and assign one of the cultures to each student in the group.

Before students begin research on the ancient empires, it is important to assess students’ word knowledge. This awareness is valuable. It highlights their understanding of what they know, as well as what they still need to learn in order to fully comprehend what they are reading. One way to accomplish this is by using *vocabulary self-awareness* ([view literacy strategy descriptions](#)). With this strategy, words are introduced before the students begin their research. The students complete a self-assessment of their knowledge of the words. The teacher identifies target vocabulary and provides a list of terms in a chart for students. Students may add to the list as they read. Students will rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “-” (don’t know). Over the course of the research, students will add new information to the chart. The goal is to bring all students to a comfortable level with the content vocabulary. Additional instruction and alternative strategies may be necessary for students who struggle to understand key vocabulary from the chart. The following is an example of a *vocabulary self-awareness* chart. (See the Vocabulary Self-Awareness BLM and sample below). The teacher can use these words and add other words that are considered important in the research. Students should refer to it as they progress through the content to update their understandings of the new words. The teacher can check the chart to assess students and provide additional instruction for those students who continue to have difficulty learning key vocabulary.

Word	+	√	-	Example	Definition
empire					
migrate					
artifact					

Creation of the time traveler brochure: Ask students to imagine that they are able to travel in time to these ancient cultures. (One student in each group will focus on Maya, one on Aztecs, and one on Incas. Then each student will share and compare information as they create their brochures for, ideally, an eventual whole-class display or presentation.) The following guiding questions should be used for their reading and writing:

- How did they come to the Americas?
- What foods did they eat? Did they raise crops? Did they hunt animals? Did they follow animal herds?
- How did they build homes? What materials did they use in building homes? Were they settled in communities, or were they nomads living in temporary homes?
- What types of art and crafts did they produce?
- What did they trade? With whom did they trade?
- Did they have a religion? What were some of their beliefs?
- Did they perform sacrifices? If so, what kinds of sacrifices and why?
- How was the tribe organized? Who made the rules? How were leaders chosen? Describe one of their leaders.
- What type of recreation did they enjoy?
- What were the roles of women in the ancient cultures?
- What were the roles of children in the ancient cultures?
- Name what you believe to be their greatest accomplishment.
- How did they communicate? Did they have a written language?
- Describe the climate and physical features where they lived.
- How did the environment influence their choice of building materials and food?
- How did they expand their empire?

In addition to using their textbooks, students can go to <http://www.google.com> on the Internet and search for additional information on Aztecs, Incas, and Maya for their travel brochures. Other reliable Web sites for resource are as follows:

- <http://home.freeuk.net/elloughton13/mexico.htm> (Teacher resource for Aztecs; lesson plans; quizzes)
- http://www.internet-at-work.com/hos_mcgrane (This student site provides a comprehensive overview of the Incas.)
- <http://tqjunior.thinkquest.org/5058/inca.htm> (This student site provides a comprehensive overview of the Incas. Easy reading)
- <http://www.nettlesworth.durham.sch.uk/time/alife.html> (Aztec daily life)
- <http://www.kstrom.net/isk/maya/maya.html> (Comprehensive links-site connects to resources on Mayans.)
- <http://www.lpb.org/cyberchannel> (video clip library)
- <http://www.digonsite.com/grownups> (Offers special resources for teaching about Maya; additional websites. Also click on Links, then on *Search of the Maya World* for information on archeologists exploring a site inhabited by Maya.)

- <http://www.MrDonn.org> (Contains a variety of links to free online lesson plans, activities, and *PowerPoint*® formats)
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then find *Louisiana Content Standards*. Select *Social Studies, grade 5*. Scroll down to *GLE 41*.)

Each brochure should include:

- a map illustrating the physical area controlled by that cultural group
- a timeline showing the origin and ending dates of the culture
- visuals (e.g., pictures of major buildings, clothing, religious attire, etc.)
- descriptions of cities and temples
- illustrations of writing and scientific accomplishments (e.g., Aztec calendar)
- a narrative describing the origin, life, and culture.

Activity 5: Comparison and Contrast of Classical Amerindian Cultures (GLE: 18, 41)

Materials List: Comparison and Contrast of Aztecs, Incas, and Maya BLM

After the travel brochures have been completed in Activity 4 above, ask the student teams to take questions and to engage in a discussion that allows them to create a chart to compare and contrast the classical cultures of the Aztecs, Maya, and Incas on a series of standards, including these:

- physical environments (climate and physical features)
- architecture (temples, house, etc.)
- language (stelae, pictographs)
- leisure activities (lacrosse, ball courts)
- scientific knowledge (calendar, medicine)
- religious beliefs (deities, rituals)
- governing structures (leaders, rules)
- economic activities
- origins and expansions

Students can add to this chart in a guided class discussion. (See the Comparison and Contrast of Aztecs, Incas, and Maya BLM and sample below.)

Focal Points	Aztecs	Incas	Maya
Physical environment			
Architecture			
Language			

After coverage of the classical cultures of the Aztecs, Maya, and Incas, *professor know-it-all* ([view literacy strategy descriptions](#)) should be conducted. Form groups of three or four students. Students should be given time to review the ancient cultures. All of the groups should generate three-to-five questions that they anticipate will be asked and that they want to ask the other groups. Instruct a group to be the know-it-all professors and have them come to the front of the class. The know-it-all group will invite questions from the other groups. When a question is asked, the know-it-alls should huddle and briefly discuss how to answer it. Then the know-it-all spokesperson gives the answer. Students asking the questions should think about the answers given and challenge or correct the professor know-it-alls if answers were not correct or needed elaboration and amending. After a few minutes, change groups and continue the process. It may be necessary to model various types of questions expected. Students should ask both factual and higher level questions.

Activity 6: Empires (GLE: 41)

Materials List: outline maps of North and South America, crayons or markers

Provide students with outline maps of North and South America, one outline map per ancient American empire. Then have the students (as individuals, pairs, or small groups) create a symbol and a color to represent each ancient culture. They should use the symbols to pinpoint on the map where each ancient American empire began and use either crayons or markers to represent and show the expansion of that culture. Students should be able to explain, either orally or in writing, why they chose the symbol and color that they did and how each civilization expanded. Students should be able to describe the governing structures of these empires and how these are related to the expansions. Students should also be able to compare origins and characteristics of these empires.

If there are no outline maps available through other resources, maps can be found as follows: <http://www.nationalgeographic.com/xpeditions/atlas/index.html> (outline maps).

Activity 7: Poverty Point (GLE: 41)

Materials List: map of Louisiana, Split-Page Notetaking BLM

After the students have researched and studied the Maya, Aztecs, and Incas, introduce them to early people of Louisiana. Tell the class that Louisiana had an ancient civilization. Ask the students if they have ever heard of Poverty Point. Show the class where it is located on a map of Louisiana. Inform the students that archaeologists have explored and excavated many sites in Louisiana. Poverty Point is one of the largest. Either in small groups or individually, have students gather information about Poverty Point.

Students can use the following resources to find information on Poverty Point:

- <http://www.crt.state.la.us/archaeology/POVERPOI/popo.htm>
- http://www.lpb.org/programs/povertypoint/pp_transcript.html
- <http://www.lpb.org/cyberchannel>
- <http://www.crt.state.la.us/parks/ipvertypt.aspx>

Split-page notetaking ([view literacy strategy descriptions](#)) is a strategy that helps students in organizing their notes. It also helps to encourage active reading and summarizing. This procedure is done by drawing a line down a piece of paper approximately two-to-three inches from the left edge. The big ideas should be in the left column and supporting information in the right column. Students should be urged to paraphrase and abbreviate. The teacher should guide students by modeling the format with notes of content. (See the Split-Page Notetaking BLM and sample below. The following is an example of how this could be done:

Big Ideas	Supporting Information
Settlement	
Mounds	
Foods	

Students should skip several lines between the big ideas to have room to write notes under the supporting information. Students can study from these notes by folding the paper at the dividing line and prompting recall of specific information using the big ideas in the left column.

After students read and complete their split-page notes, lead a discussion on their findings. Be sure to expose the archaeology that is involved in the discovery. After a class discussion, have the class write one paragraph about the inhabitants of Poverty Point and a second paragraph on what was most intriguing to them about Poverty Point.

If possible, and if time and funding permit it, take a field trip to Poverty Point in northeast Louisiana.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Using a Venn diagram, students will compare and contrast the Maya, Aztecs, and Incas. (See the Venn Diagram BLM on Maya, Aztecs, and Incas.)
- Students will choose one of the empires and pretend they have gone back in time to visit. Students will describe the people they meet and what else they might see. Students will explain why they wanted to visit this empire. Lastly, students will inform these early people about how different the world and their area are today.
- Students will write a series of diary entries on one of the following: Mayan farmer or woman, Aztec warrior or noble, Incan ruler or priest.

Activity-Specific Assessments

- Activity 2: Students will create a design that tells something about an achievement of one of the ancient empires of the Americas. Students color the design and briefly describe the achievement. Students should also explain the significance of the achievement to the ancient empire and how it might have been important to the empire's expansion. On the other side of the design, students will describe something from present day that shows advancement in this achievement. The project should be checked for accurate information on both sides, creativity of the design, and student effort.
- Activity 4: Students will create a "time traveler brochure" for each of the Aztec, Inca, and Maya cultures. Each brochure should include the following:
 1. A map illustrating the physical area controlled by that cultural group
 2. A timeline showing the origin and ending dates of the culture
 3. Visuals (e.g., pictures of major buildings, clothing, religious attire, etc.)
 4. Descriptions of cities and temples
 5. Illustrations of writing and scientific accomplishments.
 6. A narrative describing life and culture
- Activity 6: Students should be provided with outline maps of North and South America, one outline map per ancient empire. Students will create a symbol and a color to represent each empire. The symbols should be used to pinpoint each empire and crayons should be used to represent and show the expansion of the cultures. Students should explain why they chose their particular symbols and colors and explain how each civilization expanded. When assessing this activity the teacher should consider the following questions:
 1. Do the students have a symbol and a color to represent each ancient empire?
 2. Do the symbols represent the location where each ancient empire began?
 3. Do the students use colors to accurately represent the expansion of each empire?

4. Can the students explain how each civilization expanded?
5. Can the students describe the governing structures of each ancient Amerindian culture and how they relate to the expansions of each empire?

Grade 5
Social Studies
Unit 2: Three Worlds Meet: The Americas, Western Europe, and
Western Africa (Beginnings to 1620)

Time Frame: Four weeks



Unit Description

This unit focuses on the contact of early peoples in the Americas with Western Europeans and Africans and the resulting changes for all three worlds.

Student Understandings

Students understand that trade connected the Africans, Europeans, and Native Americans. Students compare and contrast the results of the convergence of these three worlds. Students locate geographic features and places on a map of the United States.

Guiding Questions

1. Can students identify and compare historic Native American Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration?
2. Can students describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection?
3. Can students compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492?
4. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
4.	Locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States (G-1A-M2)
History	
27.	Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration (H-1B-M1)

GLE #	GLE Text and Benchmarks
History	
28.	Describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection (H-1B-M1)
29.	Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)

Sample Activities

Activity 1: Origins of the West Africa-European Trade Connection (GLE: 28)

Materials List: pictures (West African kingdoms, Portuguese explorations, technological advances, etc.), poster board, markers or crayons, map of West African kingdoms, map of Portuguese explorations

Students need to build background knowledge in order to understand what led to the exploration of the Americas.

- A. Divide part of the class into research groups to investigate West Africa’s great kingdoms—*Ghana, Mali, and Songhai*. The students should provide information about each of these kingdoms by answering the following questions:
- Where was the kingdom located in Africa?
 - How did the locations lead to each kingdom’s wealth and power?
 - How was trade important?
 - What items were used for trade?
 - Who were their trading partners?
 - What were their accomplishments?
 - How did the empire fall?

If there is no information available through textbook resources, information can be found on the kingdoms of Ghana, Mali, and Songhai at http://teachers.henrico.k12.va.us/pocahontas/grinsell_m/Ghana_Mali_Songhai.html.

- B. Divide the rest of the class into research groups to investigate *Prince Henry the Navigator, Bartolomeu Dias, and Vasco da Gama*. The students should look for information on their accomplishments and the results of their accomplishments. Another group should investigate technological advances that made exploration possible—magnetic compass, astrolabe, caravel, etc.

All of the groups should then present their findings to the rest of the class. They should include props, such as pictures (West African kingdoms, Portuguese explorations, technological advances, etc.), posters, *PowerPoint*®, maps, etc., to aid them in the

presentations. The teacher should lead a discussion and help students connect the information that each group presents.

After the presentations and discussions, the following questions should be addressed with the class:

- How did technological advances in sea travel make exploration possible?
- How did trade affect Europe and Africa?
- How did the slave trade affect Africa?
- How was the slave trade with the Europeans different from the slavery that already existed in Africa?

Additional information can be found on the Internet at the following:

- <http://hitchcock.itc.virginia.edu/Slavery/search.html> (pictures and historical maps of Africa)
- http://www.ucalgary.ca/applied_history/tutor/eurvoya/africa.html (Portuguese explorations, map of trade voyages along West African coast)
- http://www.mariner.org/educationalad/ageofex/portuguese_exp.php# (Scroll down the page and click on *see map showing Bartolomeu Dias's voyage*; scroll down some more and click on *see map showing Vasco da Gama's voyage*.)

Activity 2: Stereotypes and Knowledge of Native Americans (GLE: 27)

Materials List: U.S. map of Native American reservations

Conduct a *brainstorming* ([view literacy strategy descriptions](#)) session during which students will list their impressions and knowledge of Native Americans today.

Brainstorming helps activate students' prior knowledge. It also helps students connect their prior knowledge to that of other students. List student comments on the chalkboard under two headings "What I Think" and "What I Know." Ask the following:

- Where do Native Americans live today? (Locate reservations on a U.S. map.) If there is no reservations map available through textbook resources, a map can be found on the Internet as follows:
<http://www.nps.gov/history/nagpra/DOCUMENTS/ResMAP.HTM>.
- Do all Native Americans live on reservations?
- How do Native Americans make a living?
- What do you know about Native Americans living in Canada?
- What do you know about Native Americans living in Mexico?

Repeat the process above asking the class to list "What I Think" and "What I Know" about Native American life when the first Europeans arrived in 1492. Ask the following:

- Where did Native Americans live? (Locate tribal locations on a U.S. map.) If there is no map of tribal locations available through textbook resources, a map can be found on the Internet as follows:

<http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. See Unit 1, Activity 2 for instructions for using; scroll down to *GLE 27*.)

- What activities did Native Americans perform?
- How did they make a living?

Ask students to compare the location of reservations today with the lands occupied by Native Americans in 1492. Give an overview of the unit listing those things the students need to know and understand about Native Americans at the time of European exploration. Guide the discussion to create a list of questions that the class needs to answer in a study of tribal life, including these:

- What foods did they eat? Did they raise crops? hunt animals?
- How did they build homes? What materials did they use? Were they nomads living in temporary homes?
- Did they have a religion? What were some of their beliefs?
- What types of art, architecture, and crafts did they produce?
- How was the community organized? Who made the rules? How were leaders chosen?
- How did the environment influence building materials and foods?
- Describe the climate and physical features in which they lived.

In addition to textual resources, the following are some reliable Internet resources for the students:

- <http://www.ic.arizona.edu/ic/kmartin/School/> (This site contains information on tribes, history, stereotypes, and suggested classroom activities to provide an overview of Native Americans.)
- <http://library.thinkquest.org/C001655> (Fantastic world of Native Americans—provides information on American Indians, the various tribes, their customs, their residences, the wars, and much more.)
- <http://www.lpb.org/cyberchannel> (This is a video clip library for classroom use.)
- <http://www.42explore2.com/native.htm> (This is a huge link-site to Web resources for Native Americans.)
- <http://www.MrDonn.org> (Contains a variety of links to free online lesson plans, activities, and *PowerPoint*® formats)
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. See Unit 1, Activity 2 for instructions for using; scroll down to *GLE 27*. It provides information on Native Americans and a cultural map.)
- <http://www.americanindians.com>
- <http://www.nativeamericans.com>

Assign the class to investigative teams to report on the Native American nations: Eastern Woodlands, Southwest, Northwest, Great Plains, Arctic, and West tribes. Ask the teams to report to the class using visuals, electronic media, posters, and diagrams to explain who they are and what they did. The students should come prepared with a list of interview questions that they will ask, reporter-style, of the teams as they report to the class. The teams should give as full an answer as possible for the other students to jot down notes in a “Q and A” format organizer on their own paper.

Activity 3: Compare and Contrast Native Americans (GLE: 27)

Materials List: Native Americans of the United States BLM

Students will complete a chart about the Native American nations: Eastern Woodland, Southwest, Northwest, Great Plains, Arctic, and West tribes. The chart could be similar to the following sample (see the Native Americans of the United States BLM):

Native American Group	Types of Shelter	Way of Life	Foods	Interesting Fact
Eastern Woodlands				
Southwest				
Northwest				

After completing the chart, students will write two paragraphs to answer each of the following questions:

- In what ways are the Native American nations alike?
- In what ways are the Native American nations different?

Activity 4: Cultural Areas of the Native Americans (GLE: 4)

Materials List: outline map of the United States

Students will use an outline map of the United States to draw and label Native American cultural areas. They will use dotted lines to sketch boundaries of the areas and will locate *major landforms* and *bodies of water*. Make sure to include the *Rocky Mountains, Appalachian Mountains, Mississippi River, Missouri River, Rio Grande River, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Great Lakes, etc.* They will either label the landforms and bodies of water or draw symbols to represent them. Students will make a *map key* to explain their maps, and will use their completed maps to answer these questions:

- How did the geographical location of the Native Americans affect their way of life?
- In present day, how does geographical location affect students’ lives?

If there are no maps available through the textual resources, students can find maps at <http://www.nationalgeographic.com/xpeditions/atlas/index.html>.

Activity 5: Europeans, Africans, and Native Americans in 1492 (GLEs: 28, 29)

Materials List: map of Europe in 1492, Europeans in 1492 BLM

Use a *graphic organizer* ([view literacy strategy descriptions](#)), asking students to make a list of what they know and what they believe about Europeans in 1492. Organize the session to elicit information they know and what they actually learn. *Graphic organizers* help the students comprehend text and solve problems. They also will help the students start thinking about the topic before they actually have to research it. (See the Europeans in 1492 BLM and sample below.)

	Things We Know	Things We Want to Know	Things We Learned
Foods and Need for Spices			
Religion			

Emphasize things that Europeans did not have (e.g., tomato, potato) that would be discovered in the New World. When the students have exhausted their pre-knowledge, provide essential information to illustrate:

- why Europeans found spices so desirable
- why peasants in Europe were dependent upon nobles
- why Europe needed to find a new route to the Far East
- why Spain was willing to provide funds for Columbus
- how Northern and Southern Europe were divided by religion.

Provide a map of Europe (1492) and ask students to locate and identify countries that explored and settled in the New World. Ask the following:

- Why did explorers to the New World come primarily from countries fronting the Atlantic Ocean?
- Would those countries know more about sailing and navigation and why?

If there is no map of Europe in 1492 available through textual resources, students can locate a 1492 map at http://www.lib.utexas.edu/maps/historical/europe_15th_colbeck.jpg.

Have students discuss the following questions:

- Western Europeans (England, France, and Spain)
 - Why did they explore and settle in the New World?
 - What did they hope to find in the New World?
 - What new crops did they find in the New World?
 - Why did they enslave West Africans and/or Native Americans?
 - What did they have to offer in trade?

- West Africans (Mali and Ghana)
 - Why did they come to the New World?
 - What did they hope to find in the New World?
 - How did new crops and land keep them in slavery?
 - How did their forced entry to the New World affect their way of life?
 - What did they have to offer in trade?
- Native Americans (Aztec, Pueblo, Inuit)
 - How did their crops influence foods and trade in Europe?
 - Why were West Africans enslaved more often than Native Americans?
 - Why did Native Americans trade with Western Europeans?
 - What did they have to offer in trade?

Post data from the chart—The Europeans in 1492. Ask the class to explain how each of the following influenced trade among the three groups:

- precious metals
- potato
- tomato
- cotton
- slaves
- naval supplies
- tobacco
- sugar cane
- manufactured goods
- disease

Activity 6: Similarities and Differences of Three Worlds (GLE: 29)

Materials List: paper to make front page of newspaper, crayons or markers

Provide students with the following options for interactive, hands-on activities:

- Once students have acquired new content information and concepts, they need the opportunity to rework, apply, and extend their understanding. *RAFT writing* ([view literacy strategy descriptions](#)) can help do this.
 - R – Newspaper reporter
 - A – Subscribers in Hometown, USA
 - F – Newspaper articles
 - T – Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492.

The goal of *RAFT writing* is to provide students a creative format for demonstrating their understanding.

- Ask students to construct only the front page of a newspaper containing *RAFTed* articles about West Africans, Europeans, and Native Americans in 1492. Cooperative groups will write an article about each group describing clothing, homes, government, religion, geography, and/or language. Illustrations should be included for the newspaper depicting each group. The articles should make readers aware of the similarities and differences of the three groups. They should then try to “sell” their paper to their classmates—“Extra! Extra! Read all about it!”
- Ask students to create a “prop box” of seven to ten items that represent West Africa, Western Europe, or North America in 1492. Each item should represent a facet of that culture, and students should be able to explain that item and facet. Have students describe how the items in the “prop boxes” represent similarities and differences among West Africa, Western Europe, and North America in 1492.
- Have students simulate a discussion among a representative body of individuals from West Africa, North America, and Western Europe in 1492 in which they compare and contrast their ways of life.

After these activities are completed and presented, ask students to write short essays or create graphic organizers comparing and contrasting life in West Africa, Western Europe, and North America in 1492. Encourage students to generalize about life in each region while comparing and contrasting the information learned about each group.

When the essays and/or graphic organizers are complete, the teacher should conduct a class review comparing life of Africans, Native Americans, and Europeans in 1492. Ask students to discuss these items:

- Why were the regions involved in trade?
- Why were the regions in conflict?
- Why were the Europeans dominant?
- What were advantages of these three worlds meeting?
- What were disadvantages of these three worlds meeting?

Hold an open-class session where individuals can volunteer to present their findings before the class.

In addition to textual resources, the following are some reliable Internet resources for the students:

- <http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/G009.JPG> (There is a slave trade map at this site.)
- <http://hitchcock.itc.virginia.edu/Slavery/search.html> (There are pictures and maps of Africa, New World, and Slave Trade at this site.)
- <http://www.eduref.org/Virtual/Lessons/crossroads> (Click on middle school curriculum. This site has units, questions, and resources that are very helpful.)
- <http://www.africanamericans.com>
- <http://www.americanindians.com>
- <http://www.nativeamericans.com>

- <http://www.mnh.si.edu/africanvoices> (Collection of resources on African peoples and cultures)
- <http://www.MrDonn.org> (Contains a variety of links to free online lesson plans, activities, and *PowerPoint*[®] formats. Click on *American history*, then *Native Americans*, then click on *Comparison chart – Indian Way of Life vs. European Way of Life*. For African Americans, click *American history*, then *African Americans*. For Europeans, click on *American history*, then *Early Explorers*, then *European Explorers*.)

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- As in the game *Jeopardy*[®], the teacher provides the answer and the students provide the question to the answer. The teacher could say, “tepee,” and the students could respond by asking, “The Great Plains Indians were known for what type of house?” Any question that seems logical and that relates to the unit should be accepted. The teacher determines the length of time for this assessment.
- Students make postcards that represent particular Native American cultures. They illustrate and color a scene on their postcards that clearly depicts a Native American group. On the back of the postcard, they write to someone about these Native Americans. At least five facts should be written. Information about life, geographical location, climate, and customs should be included. They should include how this Native American group is alike and different from another Native American group.
Variation: Students make the postcards on the computer.
- At the completion of the unit, students write an essay on the advantages and disadvantages of the trade that connected the “Three Worlds.” The following questions should also be answered in the essay:
 - What is meant by “Three Worlds”?
 - Why were there problems?
 - How could these problems be solved?
 - How were all three worlds changed by trade?
 - How does trade affect our lives today?

Activity-Specific Assessments

- Activity 3: Students complete a chart about the Native American nations and write two paragraphs about how the nations were alike and how they were different. The charts should include information about homes, way of life, foods, and interesting facts. The chart and paragraphs should be checked for completion of all parts and accuracy of information. (See Native Americans of the United States BLM in Activity 3.)
- Activity 4: Students draw and label Native American cultural areas on an outline map of the United States. Students sketch boundaries, locate major landforms and bodies of water, label the landforms and bodies of water or draw symbols to represent them, and make a map key to explain their maps. They should be able to answer the questions regarding the impact of geographical location on the lives of Native Americans, and how geographical location affects students' lives today. Students' maps should be assessed for accuracy and creativity.
- Activity 5: Students summarize how trade led to the connections of three different continents.

Grade 5
Social Studies
Unit 3: European Exploration and Colonization (Beginnings to 1620)

Time Frame: Eight weeks



Unit Description

This unit focuses on motivations for early exploration in the Americas and the impact of exploration through the use of geographic tools and information.

Student Understandings

Students understand reasons for exploration and settlement in the Americas. Students use geographic tools and information to explain exploration routes, cultural contact, and resulting consequences of colonization.

Guiding Questions

1. Can students describe the characteristics, functions, and applications of various types of maps and compare the use of different types of maps, including two different types of maps of the same area?
2. Can students interpret a map, using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude?
3. Can students locate major landforms and geographic features, places, and bodies of water on a map of the United States?
4. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
5. Can students explain the reasons why Europeans chose to explore and colonize the world?
6. Can students use economic concepts such as supply and demand, scarcity, and interdependence to identify the economic motivations for European exploration and settlement in the Americas?
7. Can students identify different points of view about key events in early American history?
8. Can students explain that cultures change through cultural diffusion, invention, and innovation?
9. Can students describe major early explorations and explorers and their reasons for exploration?
10. Can students describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples?

11. Can students explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
1.	Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)
2.	Compare the use of different types of maps, including two different types of maps of the same area (G-1A-M1)
3.	Interpret a map, using a map key or legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)
4.	Locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States (G-1A-M2)
5.	Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)
Physical and Human Systems	
10.	Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
11.	Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)
Economics	
19.	Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)
History	
22.	Identify different points of view about key events in early American history (H-1A-M2)
United States History	
30.	Explain that cultures change through cultural diffusion, invention, and innovation (H1B-M2)
31.	Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)
32.	Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)
33.	Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)

Sample Activities

Activity 1: Maps, Maps, and More Maps (GLEs: 1, 2, 3, 5)

Materials List: *Word Grid* BLM, *Can You Read a Map?* BLM, several types of maps of North America (e.g., physical, climate, political, population, etc.)

In a study of maps, a *word grid* ([view literacy strategy descriptions](#)) can be used to show how various types of maps are similar and different. Students work in groups to fill in their *word grids* as they examine different types of maps. Students are to fill in the *word grids* by placing a “+” in the space corresponding to the element that is present on each map. If the element is not present on a map, a “-” should be placed in the space. Once the *word grids* are completed, the students can quickly compare and contrast the maps. Give students time to quiz each other over the information in the grid in preparation for tests and other class activities. The following is a sample of the Word Grid BLM that can be used. More maps and elements could be added. (See the BLM and sample below.)

Type of Map	Map Key	Area shown in various colors and shades	Map Scale	Political Boundaries	Landforms	Pictures and Symbols
Political map						
Physical map						

After the above activity is completed, compile several maps of North America (or locate them in student atlases and student textbooks) that illustrate the following:

- physical features of North America
- climates of North America
- political map showing the states
- population density map.

Form map laboratories where pairs of students can work with the maps to answer a series of questions, such as:

- What is common on all the maps (e.g., a scale, key, title)?
- What does a *map scale* tell us?
- What is a *map key* or *legend*?
- What are *latitude* and *longitude*?
- How are *latitude* and *longitude* used?
- How does the *map title* help us know how the map might be used?

Ask students to identify information presented on each map. Have them discuss why different maps present different information.

Ask students to compare maps of North America to illustrate how individually titled maps have different purposes. Ask students to answer a series of questions, such as the following:

- How do physical features influence settlement and population?
- What is the role of climate in determining where people settle?
- How might the maps be used together to describe detailed explanations of an area or a people?

Locate a place on a physical/climate map. Ask students to work as individuals using information from the map to describe absolute location (latitude/longitude), vegetation, physical features, daytime temperature, and annual rainfall. Repeat the exercise with new locations, calling on different students to explain their findings.

Using a large wall map of the community or a known area, instruct the class on the use of maps. Ask students to answer a series of questions eliciting understanding of the *compass rose*, *map key* or *legend*, *map title*, *distance scale*, and *cardinal/intermediate directions*. Mark some places (A=city, B=mountains, and C=large lake) on the map. Provide a chart to record their answers. (See the Can You Read a Map? BLM and the sample below.)

Questions	Answers
What does the map title tell you about how the map might be used?	
What is the distance between A and B? B and C? (Use distance scale.)	

Identify three well-known places in close proximity to your school. Ask students to draw individually a map showing these places in relation to the school. They may use a ruler in drawing the map. The finished map should include cardinal directions, key, and symbols. Have students work in pairs to share and interpret their maps.

Activity 2: Different Types of Maps (GLEs: 1, 2, 10)

Materials List: historical map of the 13 colonies; road map of the United States; political, physical, climate, and resource maps

Students compare a historical map of the thirteen original colonies to a political map of today. Discuss what types of maps the two are and what information can be obtained from them. Discuss the differences in the two maps and the location of the colonies. Discuss the landforms, nearby bodies of water, climate, and available resources. Use physical, climate, and resource maps to aid the discussion. In the discussion of maps, ask students to explain what influenced colonists to settle in a particular area.

Next, show the class a road map of the United States. Discuss how it is different from the historical map and the political map.

Display different types of maps and label each one with a different letter. For example:

- a historical map of the United States—labeled A
- a political map of the United States—labeled B
- a road map of the United States—labeled C
- a climate map of the United States—labeled D
- an elevation map of the United States—labeled E.

Students should answer questions similar to the following and should explain why they would select one map over another in order to answer the questions:

- Which map would you use to plan a car trip across the United States?
- Which map would you use to find out the height of a certain mountain?
- If you wanted to move to a place that had mild winters, what kind of map would help you to decide?
- Which map would tell you what interstate highway runs north and south through Mississippi?
- Which state has the hottest summers, Arizona or North Carolina?
- Which states made up the New England colonies?
- What would be the best map to use to locate the boundaries and capital city of Michigan?
- Which map would help you find the land height above sea level of a certain area?
- Which map would help you find the main states that grow cotton?

These are examples of questions that the teacher could use depending on the types of maps that are available. In addition to the textbook, some reliable websites for map resources are as follows:

- http://www.civics-online.org/library/formatted/images/13_colonies.html
- <http://www.graphicmaps.com/webimage/countrys/namerica/usstates/colonies.htm>
- <http://www.nationalgeographic.com/mapmachine>
- <http://www.nationalatlas.gov/printable.html>

Activity 3: A Country of My Own (GLEs: 1, 2, 3, 4)

Materials List: drawing paper; markers, crayons, or colored pencils; ruler; map of the United States

Students examine a map of the United States to locate major landforms, bodies of water or waterways, major cities, places of interest (Grand Canyon, Painted Desert, Continental Divide, Everglades, etc.), and other geographic features. Lead a class discussion on using the compass rose, map keys, map scales, and lines of latitude and longitude.

After the examination of the United States map and the class discussion, have students create a map of an imaginary country by drawing an outline of a make-believe country. Students should then proceed with the following instructions:

- Draw a mountain range on the western border and add various bodies of water (including a river) to the map.
- Draw a compass rose with both *cardinal* and *intermediate* directions.
- Make a map scale using inches and decide how many miles an inch will represent.
- Add a capital city close to the river, then put another city northwest of the capital.
- Place another city 75 miles south of the capital.
- Make a map key for your country by using symbols for the map features.

After the students have completed their maps, they should draw another map with the same outline of their imaginary country, but not with the same information. This time they should make their map a different kind of map - a product map, climate map, physical map, etc. They should include a map key to explain their new map. Have students explain their placement of physical features and justify why. Have them also explain and justify their placements on the other map. Have a class discussion about all of the different kinds of maps and compare the maps of their imaginary country to the different United States maps.

Activity 4: Mental Maps of the United States (GLEs: 4, 5)

Materials List: blank sheets of paper

Ask students to draw from memory a freehand outline map of the United States including such physical features as mountain ranges, rivers and other waterways, etc. After the students have completed their maps, have them check for accuracy by using a U.S. map in their textbooks or another reference source. Then have students revise their maps, if necessary.

Activity 5: Mental Maps of the Community (GLE: 5)

Materials List: blank sheets of paper

Ask students to use blank paper to draw a map of the route they would take to get from the school (or other recognizable place) to a prominent place in the community. They should indicate cardinal directions on the map. After drawing the route between two places, ask students to orally explain that route to someone else using cardinal and intermediate directions and approximate distances (e.g., steps, blocks).

Activity 6: The Columbian Exchange (GLEs: 30, 31, 33)

Materials List: two large pieces of paper or poster board, markers or crayons, large world map

Introduce the idea of exploring the unknown universe. Ask students if they would be willing to take the risk involved in exploring space. Students will make a list of arguments for and against the exploration of space. Ask them why people volunteer to fly in the space shuttle. Then, ask them to list arguments for and against exploration in the New World around 1500. How are modern space ships similar to sailing ships of the fourteenth and fifteenth centuries? Are the risks similar?

Divide the class into four groups. Assign each group one of the voyages of Columbus. Each group should investigate the assigned voyage. In their investigation they should find out his route, where he landed, and what he found. Students should find out what he brought to the New World and what he took back to Europe. Each group should trace the route of the particular voyage on a large world map displayed on a bulletin board. Different colors should represent different voyages.

Label two large pieces of paper or poster board with “From the New World to the Old World” and “From the Old World to the New World.” Discuss with the students the terms “New World” and “Old World”. What do these terms mean and how do they apply to this era? The students will write on the appropriate piece of paper the names of the new foods, plants, animals, germs, innovations, and technology involved in the Columbian Exchange. Groups will give oral presentations on their voyages.

Then the whole class should look for more information in their textbooks on other explorations using the following questions as a guide:

- What other countries started explorations?
- What were the reasons or motivations for these voyages?
- What were the effects of these voyages?

There should be a discussion on how the voyages of Columbus and the other explorations brought together two hemispheres that had had no previous contact. These contacts led to exchanges, all known as part of the Columbian Exchange, which impacted life in both hemispheres. Have the students discuss the cultural, ecological, and economic impact of the Columbian Exchange on Europe, the Americas, and West Africa including the positive and negative consequences of the voyages.

In addition to their textbook, students can go to the following websites on the Internet:

- <http://www.cdli.ca/CITE/excolumbus.htm> (information on all of the voyages of Columbus, timeline, and numerous links to more information on Columbus)
- http://www.mariner.org/educationalad/ageofex/columbus_1st.php
- http://www.mariner.org/educationalad/ageofex/columbus_2nd.php
- http://www.mariner.org/educationalad/ageofex/columbus_3rd.php

- http://www.mariner.org/educationalad/ageofex/columbus_4th.php (The four websites above have information on voyages and maps of routes.)
- <http://www.mnh.si.edu/archives/garden/history/welcome.html> (information on New World and Old World foods)
- <http://www.mnh.si.edu/archives/garden/diversity/welcome.html> (information on New World and Old World foods, information on slave ships and a picture of the inside of a ship, and a slave narrative)
- <http://odur.let.rug.nl/~usa/D> (primary sources, extracts from the journal of Columbus, and a letter from Columbus to king and queen of Spain).

After the completion of this activity, students should engage in *RAFT writing* ([view literacy strategy descriptions](#)). *RAFT* is an acronym that stands for:

- R – Role (role of the writer)
- A – Audience (to whom the RAFT is being written)
- F – Form (the form of the writing will take)
- T – Topic (the subject focus)

Once students have acquired new content information and concepts, they need the opportunity to rework, apply, and extend their understanding. This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. The following *RAFT writing* assignment can help do this:

- R – Christopher Columbus
- A – King and queen of Spain
- F – Letter
- T – Description of his voyages to the New World

When finished, allow students to share their *RAFTs*, with a partner or the class. Students should listen for accuracy and logic in *RAFT writing*.

Activity 7: Spanish Conquests (GLE: 32)

Materials List: Anticipation Guide – Spanish Conquistadors Are Great BLM

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that will help build interest and motivation. Create an *anticipation guide* by generating statements about Spanish conquests that force students to take positions and defend them. The following is an example of the *anticipation guide* (see the *Anticipation Guide – Spanish Conquistadors Are Great BLM*):

Spanish Conquistadors Are Great

DIRECTIONS: Read each statement carefully and decide whether the statement is true or false.

	Before Reading	After Reading
1. Spanish conquistadors were friendly people who were only helping their country.	_____	_____
2. Spanish conquistadors were looking for wealth.	_____	_____
3. Spanish conquistadors intentionally exposed the Aztecs to smallpox.	_____	_____
4. Spanish conquistadors conquered territory in Mexico and South America.	_____	_____

Have the students work in pairs or groups to complete the guide before reading. Then, as the students read the textbook selection, they should check their initial responses to each statement again. Ask them to be prepared to defend their final responses. Tapping the personal dimension in comprehension teaching and learning is necessary in order to ensure the students are engaged, find relevance, and feel valued as members of the classroom culture. After the students have used the *anticipation guide*, they are ready to start the next part of this activity.

Begin with a review of the Aztec and Incan empires and their locations. Have students use their textbooks to investigate the *Spanish conquests in the Americas*. They should describe the conquering of the Aztec and Incan empires. The following questions should be answered in the investigation:

- Who were the leaders in the conquests?
- What were their motivations?
- How were the invasions accomplished?
- What advantages did Spain have in its conquests?
- What happened to the indigenous peoples?
- What happened in Europe after the Spanish defeats?

Have a class discussion on these invasions. Emphasize why these conquests happened and the impact they had on the Aztecs and Incans.

Activity 8: Just the Facts (GLEs: 11, 31, 32)

Materials List: index cards, outline world map, markers

For Activities 8 and 9 students will maintain a social studies *learning log* ([view literacy strategy descriptions](#)). Explain that explorers have always kept logs of their observations, thoughts, new understandings, hypotheses, and reflections. Students will pretend that they

are an explorer and will keep a log of their adventures. Students should write for five to seven minutes each day about their journey.

Students will make flash cards using facts about early explorers. Index cards can be used for this activity. The students should write an explorer's name on one side of an index card. On the other side of the card, they should list the purpose of the exploration, places explored, dates of exploration, what the explorer discovered, and the significance of the exploration. Students then trace the routes of each explorer on an outline world map. The routes should be labeled with the names of the explorers and the dates of their voyages. Students will use a different color for each route. The following explorers should be used for this activity: *Leif Ericson, Vasco Nunez de Balboa, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan, Juan Ponce de Leon, Giovanni da Verrazano, Samuel de Champlain, Hernando De Soto, Jacques Cartier, John Cabot, Francisco Coronado, and Henry Hudson.*

Variation: Students could create a *PowerPoint*® presentation of the explorers instead of making the flash cards. In addition to their textbooks, students can go to <http://www.google.com> on the Internet and search for early explorers of America or Spanish conquistadors. There is also a video clip library that would be helpful at <http://www.lpb.org/cyberchannel>. Other reliable websites are as follows:

- <http://www.42explore2.com/explorers.htm> (Variety of information and links)
- <http://www.stemnet.nf.ca/CITE/explorer.htm> (Organized by countries, has general resources, and baseline maps for plotting voyages).

Activity 9: Explorers and Their Travels (GLEs: 31, 33)

The social studies *learning log* is ongoing from Activity 8.

Ask students to research one European explorer to identify the following:

- the country of origin and/or sponsorship
- the route(s) taken to explore the New World
- important discoveries
- reasons for exploring.

Ask students to prepare a brief biography of the explorer to be shared with the class. The biographies can be published as a class book on the Age of Exploration.

Ask students to write or orally describe how European explorers' contact with West Africans and New World Native Americans influenced all cultures involved. Provide a guide (cues) for the essay or oral discussion by asking the following questions:

- Why were European diseases a problem for native cultures?
- Why was slavery important to Europeans?
- How did slavery impact West Africans?
- How did colonization and exploration lead to dietary changes?
- Why was religious life changed in the New World?

- What were the ecological problems caused by the interaction?
- What were major changes in European and West African life and culture?
- How did the Columbian Exchange affect Europe, the Americas, and West Africa?

Use the same websites listed in Activity 8.

Activity 10: Migrations and Motivations (GLEs: 11, 19)

Materials List: chart or poster paper, Push/Pull Factors BLM, Motivations of Explorers BLM, Motivations of Early Settlers BLM

Present the idea that people are “pulled” to move from one place to another while others are “pushed” out of one place to another. Point out to the students that any given factor may act as a push or a pull. Ask students to make a list of people who have been pulled to move, followed by a list of people who have been pushed to move, such as

- pulled to move—retired people move to warm climates, or students attend college of their choice
- pushed to move—workers lose jobs, cost of living is too high

Based upon readings and other data, ask students to create a large classroom chart listing the push/pull factors that motivated explorers and early settlers to come to the New World, such as the following (see the sample below and the Push/Pull Factors BLM):

Category of Motivation	Push Factors	Pull Factors
Religious	Religious persecution (Puritans in New England)	Religious freedom (Quakers in Pennsylvania) Convert Native Americans to Catholicism (Spanish colonies)
Economic	Primogeniture (no land inheritance for younger men) Unemployment—need for jobs and/or land Slave trade	Precious metals—increased as Spanish discovered gold Find trade routes to the riches of the Far East
Political	Competition with other countries after Columbus discovered New World for Spain Slave trade	Increase the land and power of the nation—nationalism Work in sugar cane fields

Provide a list of explorers from Activity 8. Have students complete the Motivations of Explorers BLM chart listing reasons for the explorations. (See BLM.)

Later, have students complete the Motivations of Early Settlers BLM chart listing reasons why settlers migrated to early settlements in the New World. (See BLM.)

Ask students to create a concept wall where precise student-generated definitions of concepts can be posted, such as:

- *supply* and *demand*
- *scarcity*
- *dependence* and *interdependence*.

Ask students to think of these concepts and add to their wall as they review why explorers were willing to risk their lives to explore the New World. Ask students to report on things that were in short supply (e.g., land, precious metals, spices) in Europe and things that Europeans demanded (e.g., silks, spices) and add them to the concept wall. Ask students to give examples to illustrate interdependence (e.g., family members are dependent on one another for different things; thus, they are interdependent). Students can also use interdependence to define the relationship between the Native Americans and the explorers/settlers.

Activity 11: Examining Cultural Change (GLEs: 22, 30, 33)

Materials List: Cultural Changes in the New World BLM

Have students discuss what current inventions and innovations have changed school life (computers, Internet, television, CDs). Define culture and give examples of what happens when something is diffused. Discuss how elements of culture are diffused within a given locale. Have them discuss how a significant body of individuals from a different culture might influence a change in their classroom environment—for example, a body of students who came and only spoke another language. Discuss other examples of ideas and practices from various cultural groups within and outside of the United States. (e.g., growing, cooking, and eating of certain foods, celebration of certain holidays, and the playing of certain games) Have students make some conclusions about how change occurs in general through invention, innovation, and cultural diffusion. In their discussion guide students to include what cultural changes they have seen in their own personal lives.

Then, select an important event during the Age of Explorers (e.g., Columbus discovers the New World or first Africans arrive in the New World). Ask students to write a description of that event from the perspective of the Europeans, West Africans, and Native Americans.

Discuss ways students think the cultures of Africans, Native Americans, and Europeans changed during exploration and colonization. Discuss the role that cultural diffusion, inventions, and innovations played in the change. Ask students to investigate and record cultural changes that occurred during exploration and settlement in the New World, using the Cultural Changes in the New World BLM. (See the BLM and the sample below.)

Cultural Change	Why did change occur?	What were some long-term results?
Native Americans convert to Christianity.		
Africans enslaved.		

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Students will describe the functions and characteristics of the different types of maps studied in this unit. They will explain when and how the different maps are used.
- Students will dress up like their favorite explorer, or create a paper model of his face and/or body using poster board. Arms, legs, and body can be designed using construction paper. Then, they can take turns describing their favorite explorer, his explorations, and why he explored an area of the New World. Each student should make up a quote that would be appropriate for his explorer to have said and should tell why the quote is appropriate.
- Students will write a paragraph on how cultures change through cultural diffusion, invention, and innovation.

Activity-Specific Assessments

- Activity 3: Students will create two kinds of maps of an imaginary country. The first map should be checked for completion of the instructions, for accuracy of the information, and for clarity and creativity. The second map should clearly be a different type of map of the same country with a map key and a clear explanation of it. Students should explain how the maps are alike and different. They should describe how and why the maps are used.

- Activity 6: Students will give oral presentations about the four voyages of Columbus. These oral presentations are the results of the group investigations. The presentations should include where Columbus landed, what he found, what he brought to the New World, and what he took back to the Old World. These presentations can be assessed with a rubric. (See Specific Assessment Rubric BLM.) After the presentations, the groups will evaluate the impact that the Columbian Exchange had on Europe, the Americas, and West Africa. They should know both positive and negative consequences.
- Activity 8: Students will make flash cards about explorers. The explorers' names should be clearly written on one side of the cards, and there should be five facts written on the other side. These five facts should include the purpose of the exploration, the places explored, the dates of the exploration, what was discovered, and the significance of the exploration. Cards should be checked for accuracy and understanding.

Grade 5
Social Studies
Unit 4: Native American, Early European, and African Interaction (1565-1763)

Time Frame: Five weeks



Unit Description

This unit focuses on the interaction of Native Americans, early Europeans, and Africans, and how the use of geographic information can be used to explain life in early America.

Student Understandings

Students understand that cultural diffusion led to change, cooperation, and conflict within and among Native Americans, early Europeans, and Africans. Students use geographic information to analyze, explain, and interpret life in early America. Students address issues and problems generated by the importation of Africans to Colonial America. Students use primary and secondary sources to obtain information about historical events.

Guiding Questions

1. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
2. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
3. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
4. Can students explain ways in which goals, cultures, interests, inventions, and technological advances affected people's perceptions and uses of places or regions in Colonial America?
5. Can students describe the impact of human action on the physical environment of early America?
6. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
7. Can students identify the natural resources used by people in the United States?
8. Can students identify historical issues or problems in early America and explain how they were addressed?
9. Can students describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century?

10. Can students explain the societal impact of the immersion of Africans in the Americas?
11. Can students identify instances of both cooperation and conflict between Native Americans and European settlers?
12. Can students construct a timeline of key events in American history?
13. Can students demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline?
14. Can students use primary and secondary sources to describe key events or issues in early American history?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Places and Regions	
6.	Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
7.	Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)
8.	Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances affected people’s perceptions and uses of places or regions in Colonial America (G-1B-M4)
Geography	
14.	Describe the impact of human action on the physical environment of early America (G-1D-M1)
15.	Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
16.	Identify the natural resources used by people in the United States (G-1D-M3)
History	
20.	Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)
21.	Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)
24.	Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
25.	Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
26.	Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)
United States History	
34.	Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)

35.	Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)
GLE #	GLE Text and Benchmarks
36.	Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)

Sample Activities

Activity 1: New Spain and New France (GLEs: 6, 7, 8, 15, 16, 36)

Materials List: outline map of United States, poster board, crayons or colored markers, Internet (optional)

On a United States map have students use different colors to show the land claimed by Spain and the land claimed by France. Have students use textual resources and the Internet to research the following about the Spanish and French territories:

- reasons for explorations and settlements
- settlements founded
- treatment of the Native Americans
- Native American conflicts and cooperation
- economic development
- adaptation to the physical environment
- natural resources in the territories
- interesting facts about the Spanish and French
- types of regions where settlements were located.

If there are no maps available through the textual resources, students can find maps at:

- <http://www.nationalgeographic.com/xpeditions/atlas/index.html>
- <http://geography.about.com/library/blank/blxusa.htm>
- <http://nationalatlas.gov/printable/reference.html>

Have a class discussion about the two empires and their cultures. Compare and contrast the Spanish and French.

Assign cooperative groups a French trading post or one of the three types of Spanish settlements—mission, pueblo, or presidio – to draw on a poster. They should include a description and explanation of their drawing.

Story chains ([view literacy strategy descriptions](#)) are useful in teaching social studies concepts and in promoting writing and reading. Use the cooperative groups from the activity above. On a sheet of paper, ask a member in each group to write an opening sentence in which the students imagine what life would have been like in New Spain or New France. Then, the students will pass the paper to the next student and that student will write the next sentence. The paper is passed again to the next student who will write

a third sentence. The paper is passed again to the fourth student who must complete the story. All students in the group should then read the story to check for accuracy and logic and make edits as appropriate. The stories may be shared with other groups or with the whole class.

Activity 2: Native American and European Interaction (GLEs: 14, 15, 26)

Give the students the option of choosing one of the following interactive activities:

- Make a story board by folding a piece of paper into four sections. Draw illustrations to depict how *Native Americans and Europeans adapted to their environment* by the way they dressed, hunted for food, built homes, etc. Write a brief paragraph to describe each picture.
- Ask students, in pairs, to write a dialogue and discuss both a European settler's perspective and a Native American's perspective on changes. Cue the class to think about the building of homes, crops, products, trade, language, etc.
- Think about what has been studied about Native Americans and European explorers and settlers. Think of questions these groups may have asked each other when they first met. Make a list of these questions and discuss them as a class.
- Have students create a prop box of seven to ten items important to a Native American and another one that is important to a settler. They should be able to explain the items in that box orally or in writing.
- Have students write a song and perhaps even select music that seems appropriate for explaining some aspect of the Native American and/or early settler's experience. Have them share the song with the class.

Have the class summarize what they learned about the Native Americans and European impact on the physical environment and their adaptation to living in the environment. How were they alike? How were they different?

In addition to their textbook and other textual research, the following websites may prove valuable in the exploration of these topics:

- <http://www.nativeweb.org/> (information from and about indigenous nations, peoples, and organizations around the world)
- <http://www.americanwest.com/> (true and accurate information about Native American history, organizations, people, and culture)
- <http://www.yale.edu/ynhti/curriculum/units/1998/3/98.03.08.x.html> (original photographs of Native Americans and their ceremonies, dwellings, and lifestyles in this historical stereograph collection).
- <http://www.42explore2.com/native.htm> (huge link to Web sources on Native Americans)

- <http://www.yale.edu/ynhti/curriculum/units/1998/3/98.03.08.x.html> (provides some understanding of Native American cultures and their history, especially their environmental adaptations)
- http://www.education-world.com/a_lesson/lesson038.shtml (Activities and the Internet sites are provided to help teachers present a balanced portrayal of Native Americans today, including their history, their culture, and their issues.)
- <http://www.MrDonn.org> (contains a variety of links to free online lesson plans, activities, and *PowerPoint*® formats).

Ask students to describe the impact of one or more of the following actions in Colonial America on the physical environment:

- felling trees to build ships
- growing tobacco and soil erosion in the Piedmont
- cutting forests for farms, plantations, and shipbuilding
- building permanent towns on rivers
- raising crops for profit/building plantations
- raising domestic livestock.

Have students create a comparison chart contrasting European settlers' use of the land with that of the Native Americans (e.g., hunting and gathering, simple planting for food, tribal communities that were less permanent, and dependence upon animal life and soils).

The physical environment in the Southern colonies was very different from that of the Northern colonies (e.g., temperature, rainfall, coastal plain, soils). Ask half of the students to use a variety of resources to conduct research on the life of the Cherokee Indians and compare it with that of Southern planters and farmers. Ask the other half of the students to use a variety of resources to conduct research on the lifestyles of the Algonquin Indians and New England settlers. The comparison must include land use, homes, settlements, foods, and trade routes. Class discussion, ideally somewhat student-led, should include the following:

- Which cultural groups adapted to the environment?
- Which cultural group was most likely to alter the environment?
- Have the students compose other historical questions to discuss and derive appropriate answers.

Activity 3: Regional Differences (GLEs: 7, 8, 15, 25)

Divide the class into three cooperative learning groups representing one of the three geographic regions of Colonial America (i.e., Southern colonies, New England colonies, and middle colonies). If the class is large, divide the class into more than three cooperative learning groups and assign the same region to more than one group. Provide the groups with guiding questions for their research, such as:

- What were the names of colonies in the region, and when were they founded?

- Why were these colonies settled? (How did the location and physical features make this an appealing place to settle?)
- What was the basis for trade, farming, and business in the region?
- In what ways did the colonists adapt or modify the environment? (e.g., use of grist mills, water wheels, and plantation farming)
- What was the impact of English settlements on Native Americans in the region?
- What characteristics distinguish the assigned region from the other regions?

Ask each group to make a presentation to the class using visuals, maps, and models to describe its region and its development. Ask students, in groups, to create a travel guide for a new colonist. The new colonist should be guided through a comparison of each of the areas so he or she can choose a place to settle.

After students have given presentations on regional characteristics, have them identify historical issues or problems that occurred in Colonial America and call on each committee to explain how these issues or problems affected their region and how they were resolved. The list might include the following:

- Mercantilism
- Navigation Acts
- French and Indian Wars
- Salem witch trials (or forms of religious persecution).

Activity 4: Why Settle Here? (GLEs: 6, 7, 8, 9, 16)

Materials List: Regions of Colonial America BLM, chart paper (optional), different colors of paper

Introduce the activity with a class discussion about why people settle in a certain area of the country. Ask the students to give reasons for people living in different regions. Some reasons may include jobs, climate, family, retirement, etc. Ask the students to give reasons why their families live in their present homes. Discuss their reasons. Then, ask them why the early settlers came to the New World, and what made them settle in a certain region. The discussion should lead into examining each region and patterns for settling there.

Use the same assigned cooperative learning groups from Activity 3 to complete a chart about the three regions. Students will use chart paper or a bulletin board to make a wall chart for each geographical region of Colonial America. The following is a sample of a chart that could be used for this activity (see the Regions of Colonial America BLM):

Regions	Names of Colonies	Physical Features	Climate	Resources
New England Colonies				

Each group fills in the information for its assigned region. Allow time for more research if necessary. If there is more than one group of students assigned to a region, the groups can work together to fill in the chart.

Students will make a large map of Colonial America using different colored paper for each region, and all of the thirteen colonies should be labeled. The map should be displayed on a wall or on a bulletin board next to the chart. Students will make symbols to represent *natural resources* and add these symbols to the appropriate colonies.

A class discussion should proceed using the following questions:

- What kinds of jobs would develop in each region?
- Which region has the longest growing season?
- Which region is most mountainous?
- What effect do landforms have on occupation, trade, and travel?
- Why did the colonists in each region develop different ways of living?
- Why did the early colonists settle along the Atlantic coast?
- How did the colonists adapt to their environment?
- Discuss how life in each region was different and how life was the same.
- Discuss why the regions were divided this way.
- Relate these regions and reasons to the United States today.
- What natural resources are used in the regions today? If necessary, examine a resource or product map.
- How have inventions and technology changed or improved the ways natural resources are used today?

Students should pretend they are colonists coming to the New World. What region would attract them? Why?

Students should think about how each region developed. How did goals, cultures, interests, inventions, and technological advances affect the way that the settlers used the region where they lived?

Students should relate this part of the discussion to the present-day region where they live. In what ways is the land being used because of the people's goals, cultures, interests, inventions, and technological advances? What changes have taken place over time because of people's goals, cultures, interests, inventions, and technological advances?

Activity 5: Timeline of Events (GLEs: 20, 21)

Review timelines with the class. Have the students locate a timeline of historical events in their textbooks. Have them interpret the data on the timeline by asking them questions about it.

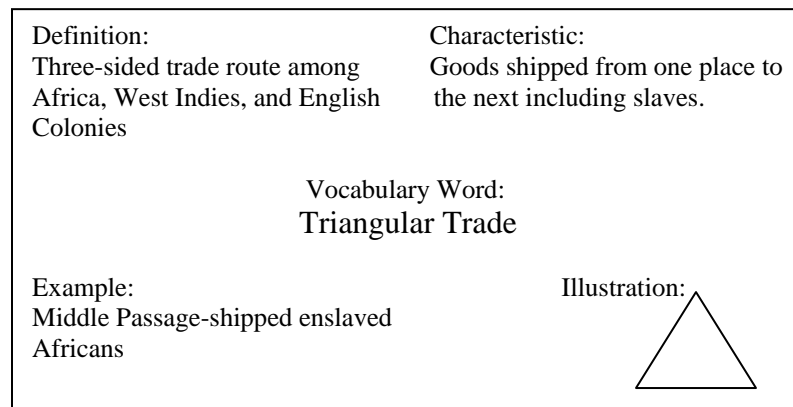
Have students individually construct a timeline of key historical events. Students can use any of the events that they have studied in this unit or any previous unit. They should

choose eight to ten events to use on the timeline. After they complete their timelines, they should write questions for other students to answer about the historical events on the timeline. Then have a class discussion about the different timelines and historical events.

Activity 6: Africans in the Americas (GLEs: 34, 35)

Materials List: 3x5 inch or 5x7 inch index cards, Internet

Vocabulary cards ([view literacy strategy descriptions](#)) help students see connections among words, examples of words, and critical attributes associated with the word. Have students create vocabulary cards related to slavery and the articles that they are about to read in this activity. Some possible vocabulary words are transatlantic, indentured servants, importation, servitude, bondage, profitable, oppression, and shackled. Distribute index cards to each student. Have the students write the designated word in the center of the card. Then, the students will write a definition in one corner of the card, a characteristic or description in another corner, an example in another corner, and then draw an illustration in the last corner. The card should look similar to the one below:



Allow students time to review the words on the cards and then find a partner to quiz them and hold them accountable for accurate information. The vocabulary cards will be an easily assessable reference for students as they work on the next activity and as a study aid.

Divide the class into six groups to present the information on Africans and slavery located at the following website: <http://www.pbs.org/wgbh/aia/part1/narrative.html>. There are six sections on “The Terrible Transformation”:

- Introduction and Map: The British Colonies,
- Europeans Come to Western Africa,
- New World Exploration and English Ambition,
- From Indentured Servitude to Racial Slavery,
- The African Slave Trade and the Middle Passage, and
- The Growth of Slavery in North America.

Assign a section to each group. Have the groups read their section together and then discuss as a group what they learned. If the Internet is not accessible to the students, the teacher should make copies of each section from the Internet for the students to use.

Then, have each group share its section from above with the rest of the class. Encourage the students to use drawings, maps, charts, etc. in their presentations. After each presentation, stop and discuss the section with the class. Allow students to ask questions.

Activity 7: Slavery and the Colonies (GLEs: 34, 35)

Materials List: Discussion Guide for Reciprocal Teaching BLM, outline map of the world

Reciprocal teaching ([view literacy strategy descriptions](#)) highlights four comprehension processes: summarizing, questioning, clarifying, and predicting. Because emphasis is on understanding these processes, students will need many exposures to all comprehension processes.

1. Introduce summarizing. Share several short sections of text taken from the textbook or source about slavery and write a summary statement with the class. The teacher should summarize orally while working with the students. Put the statements on the board for analysis and revision. Then, have students work in groups, read the next short section of text, and generate a summary statement. Write the statements on the board and work with the class to select the best one.
2. Follow the same process as above for each of the other comprehension processes that comprise *reciprocal teaching*. For example, state a prediction about the section of text about to be read, and write it on the board. After reading the section, direct the students' attention to the prediction, and discuss how accurate it was and how it helped guide thinking while reading. Then, have students make predictions for the next sections. Ask questions aloud while reading to focus attention on important information about slavery in the colonies, and then have students ask questions. Finally, demonstrate how to use the text to clarify confusing points, and then ask students to do the same thing with a new section of text.
3. After modeling the comprehension processes of *reciprocal teaching*, have students work in their groups with each one taking responsibility for one of the processes as in summarizer, questioner, clarifier, and predictor. Assign the next section of text about slavery and tell students to interact while reading, with each student taking the lead to model and guide the others in the process over which she/he is responsible. Students should use the Discussion Guide for Reciprocal Teaching BLM to help them with their roles. (See BLM.)

4. Monitor groups by moving throughout the room. Provide extra support and modeling for groups having difficulty with the reciprocal processes.

The *reciprocal teaching* process takes time, so it needs modeling and frequent support.

Ask students to describe the *impact of the slave trade and slavery*. Emphasize the growth of slavery in the Southern colonies in the eighteenth century and triangular trade in the Northern colonies. Assign small student committees to report to the class using the following questions as guides:

- How did slavery influence life?
- How did treatment of African slaves differ from treatment of indentured servants?
- Why did the importation of slaves increase throughout the colonial period?
- How did the colonists justify slavery?
- Why did some colonists oppose slavery?

A website that offers information that can help students with this report is:

<http://www.pbs.org/wgbh/aia>, Africans in America. Part One, 1450–1750, examines how Europeans coming to Western Africa resulted in the slave trade and growth of slavery in North America. Links within this site provide further information and exploration, as well as resources for students and teacher guides.

Based upon their committee reports, students will individually describe (orally or in writing) the impact of slavery upon colonial life. Their descriptions must include:

- how the institution of slavery created social classes
- how the skills of African slaves were important in plantation life
- how religion influenced African slaves and the institution of slavery.

Have the students research triangular trade. They should investigate what it was, what route it took, what countries were involved, and what goods were shipped throughout the trade route. Students should understand the “middle passage” of the route, and what was so crucial about this part of the triangular trade route. Have them draw the triangular trade route on an outline map. They should label the countries involved and draw and label the goods that were traded along the route.

The following are other websites that offer helpful information:

- <http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/G009.JPG> (There is a slave trade map at this site.)
- <http://hitchcock.itc.virginia.edu/Slavery/search.html> (There are pictures and maps of Africa, New World, and Slave Trade at this site.)
- <http://www.nationalgeographic.com/xpeditions/atlas/index.html> (There are outline maps provided if none is available through textual resources.)

Activity 8: Colonists and Native American Cooperation and Conflict (GLEs: 26, 36)

Materials List: Cooperation and Conflict BLM

Create a comparative chart where students record examples of cooperation and conflict between colonists and Native Americans. (See the Cooperation and Conflict BLM and the sample below.)

Examples of Colonists' Cooperation with Native Americans	Examples of Native Americans' Cooperation with Colonists
	Ex. Squanto saves colonists.
Examples of Colonists' conflict with Native Americans	Examples of Native Americans' conflict with Colonists
Ex. Braddock's Road	

In discussion, ask students to debate the following questions:

- Why did Native Americans leave the colonies and move westward?
- Were Native Americans pushed to migrate or were they pulled to the West?

Activity 9: Primary and Secondary Sources (GLE: 24)

Have a class discussion on *primary and secondary sources*. Give students examples of each. Then, have students come up with other examples. As a class, make a Venn diagram to compare and contrast primary and secondary sources. Make a class list of information that would be considered a primary source (e.g., diary, letter, artifact) and information that would be considered a secondary source (e.g., textbook, biography). Students should search for primary sources that help describe Colonial America.

To view some primary sources for Colonial America, visit the following websites:

- <http://www.history.org> (Primary documents, actual works of art, maps, and journals are available from this Colonial Williamsburg site.)
- <http://www.JamestownJourney.org> (The teacher will have to sign up for this free site. There is a multitude of information on Jamestown, plus primary sources. Click on K-12 Resources and Jamestown Civic Lessons. If one scrolls down or searches by subject or grade, there are all kinds of lesson plans, activities, and primary sources.)

Have students make a list of primary sources that they could use to write a biography about a well-known historical figure. Students should explain what each primary source would tell them about this person.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Students will create a colonial quilt using the information from the unit. Each student should be assigned a different colonial region. They will use an 8” by 8” piece of cardstock to make sketches about the culture of the assigned region. The culture of the region should be evident, understanding of the region should be clear, and large colorful drawings should be used.
- Students will write five diary entries from a settler’s point of view showing difficulties that he faced living in the colony. Difficulties should be realistic and appropriate.
- Students will construct a timeline of key events dealing with the arrival of Africans in the English colonies and with the increase in the importation of slaves.

Activity-Specific Assessments

- Activity 4: Students pretend they are colonists coming to the New World, and write a paragraph on where they would settle and why. They must justify their reasons for settling in a particular region.
- Activity 7: Students will draw triangular trade routes on an outline map. They will label the countries involved, and will draw and label the goods that were traded along the route. They should also explain the impact that triangular trade had on Colonial America.
- Activity 9: The teacher should set up a display of different primary sources and secondary sources from early American history. The students should decide which ones are primary and which ones are secondary. In addition, they should explain why each source is either primary or secondary.

Grade 5
Social Studies
Unit 5: The English Colonies: Religious Freedom and Changing Political
Institutions (1565-1763)

Time Frame: Six weeks



Unit Description

This unit focuses on the reasons why individuals and groups founded the British colonies.

Student Understandings

Students understand the role of religion in the founding of the original thirteen colonies. They locate the thirteen colonies; identify the individuals and groups who founded them; and describe political, social, and economic colonial organization and structure. Students explain how a given event can have an impact in American history and use source material to analyze and interpret Colonial America. Students identify religious movements and describe the emergence of religious freedom.

Guiding Questions

1. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
2. Can students describe economic interdependence among the thirteen American colonies?
3. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
4. Can students compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
5. Can students identify the causes, effects, or impact of a given event in early American history?
6. Can students describe and compare the various religious groups in Colonial America and the role of religion in colonial communities?
7. Can students describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States?
8. Can students describe reflections of European culture, politics, and institutions in American life?
9. Can students use both a primary and secondary source to describe key events or issues in early American history?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
10.	Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
12.	Describe the economic interdependence among the thirteen American colonies (G-1C-M6)
13.	Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)
Civics	
17.	Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)
History	
23.	Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)
24.	Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
<i>United States History</i>	
37.	Describe and compare the various religious groups in Colonial America and the role of religion in colonial communities (H-1B-M4)
38.	Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M4)
39.	Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)

Sample Activities

Activity 1: Primary and Secondary Sources (GLE: 24)

Materials List: copy of London Company’s charter, historical description of the Jamestown settlement

Provide students with a copy of the London Company’s charter (primary source) for the Virginia colony of Jamestown in 1607, and a brief historical description of the Jamestown settlement.

Ask students to compare the contents of the charter with the events in the historical description in a self-designed chart and come to a conclusion to write at its end: What was the original intention of the London Company, and how did that differ from what actually happened?

In addition to textual resources, students can go to <http://www.google.com> on the Internet and search for the first charter of the London Company. Other reliable websites for resources are as follows:

- <http://www.learner.org/channel/workshops/primarysources/virginia/activities01.html> (various primary sources and activities related to the London Company)
- <http://www.worldofquotes.com/docs/34> (first Virginia Charter)
- <http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm> (first Virginia Charter)
- <http://www.mariner.org/chesapeakebay/colonial/col003.html> (about the Jamestown settlement)

Activity 2: Founding of the Thirteen Original Colonies (GLEs: **10, 38**)

Materials List: Word Grid BLM, Organization and Structure of the 13 Colonies BLM, chart or bulletin board paper (optional)

Using a *word grid* ([view literacy strategy descriptions](#)) will help students learn important concepts about the original thirteen colonies. Students will work in pairs or groups to fill in their *word grids* as they collect information about the colonies, and why they were founded. What was the reason for their founding—political, religious, and/or economic? The following is a sample of the Word Grid BLM that can be used (see BLM and sample below):

Colony	Political	Religious	Economic
Virginia			
New York			
Massachusetts			

Students should place a “+” in the column(s) for the correct reason the colony was founded and place a “–” in the column(s) that would be incorrect reasons. Once the word grid is completed, lead a class discussion about the similarities and differences between the colonies. Students should easily see the similarities and differences. If students need more time for review, allow them to pair up and quiz each other over the content in the grid.

After students know why the colonies were founded, they can facilitate the use of the textbook and other reliable textual resources as needed that will provide resource information on the *political, social, and economic organization* and structure of each colony. Have students work in pairs to generate this information, one colony per pair. Using student-generated data, chart the information on a classroom wall, and/or pass out student guides to record student information in a *graphic organizer* ([view literacy strategy descriptions](#)), such as the following sample of the Organization and Structure of the 13 Colonies BLM (see BLM and sample below):

Colony	Founder of Colony	Political	Social	Economic
Virginia				
New York				
Massachusetts				

Graphic organizers help the students comprehend text and solve problems. After completion of the wall chart or student *graphic organizer*, examine the location of each colony and settlement. Discuss and describe what influenced the location of the physical setting of each colony. Were these locations wise choices? Why or why not?

In addition to textual resources, the following are some reliable Internet resources for the students:

- http://www.mce.k12tn.net/colonial_america.htm (information about the colonies, activities, and links)
- <http://falcon.jmu.edu/~ramseyil/colonial.htm> (many links and primary sources)
- <http://www.timepage.org/spl/13colony.html> (history of all thirteen colonies, map of the colonies)
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then find *Louisiana Content Standards. Select Social Studies, grade 5.* Scroll down to *GLE 37.* Click on *Colonial America.*)

Activity 3: Thirteen Original Colonies (GLEs: **38, 39**)

Materials List: chart paper to create large outline map of eastern seaboard of North America, 3x5 cards, yarn, markers or crayons

Create a large outline map of the eastern seaboard of North America. The outlines of the thirteen original colonies should be included on the map. Ask students to identify, draw in, and label the coastal plain, the Appalachian Mountains, and major rivers on the map. A compass rose and map key should be accurately employed as students work on the map.

Then have students become a fictional historical figure residing in a particular colony. Assign a colony and one of the following:

- the political system and institutions (e.g., type of colony—royal, charter, or proprietary; legislative bodies; voting rights)
- the society (e.g., class structure, family life, slavery, religion)
- the most important trade, manufacturing, and agriculture product
- reflection of European culture in the culture of the assigned colony.

They should write a letter to a family member still living in England (or appropriate European origin) about their assigned topic. Letters should be shared with the rest of the class.

After these letters are written and shared with the class, ask the students to write colony summaries on 3”x 5” cards and connect them with yarn to the appropriate colony on the map. In their summaries, students should explain how the colony’s culture reflects European culture.

During class discussion, ask students to make summaries about the similarities and differences among colonies and generalize about differences among the three geographic regions in the American colonies. Shade the backgrounds of each region on the map (Southern Colonies—red, Middle Colonies—white, New England Colonies—blue).

In addition to textual resources, the following are some reliable Internet resources for the students:

- http://www.mce.k12tn.net/colonial_america.htm (information about the colonies, activities, and links)
- <http://falcon.jmu.edu/~ramseyil/colonial.htm> (many links and primary sources)
- <http://www.timepage.org/spl/13colony.html> (history of all thirteen colonies, map of the colonies)
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select Educators’ Tools and then find Louisiana Content Standards. Select Social Studies, grade 5. Scroll down to GLE 37. Click on Colonial America.)

Activity 4: Trade in Colonial America (GLEs: 12, 13)

Have groups of students create a map showing what the thirteen colonies produced for trade.

Use the following questions to guide a class discussion:

- What did each colony produce that the other colonies needed or wanted?
- Why were there more slaves in the Southern Colonies?
- Why did the colonies produce different things?
- As their own economy grew, did the colonies need as many imports from England? Why or why not?
- How did the growing colonial economy cause conflict with England?

Have the students pretend that they are colonists and write a paragraph about where they would choose to live and how they would make a living. They should explain their choice. Their choice of region should depend on the climate, geographic features, and available type of work. They should explain how their work is important to the colony and to other colonies and/or to England.

See Activity 3 for some reliable Internet resources for the students to use on the thirteen colonies.

Activity 5: Colonial Government (GLE: 17)

Have the students pretend that the principal announced that there would be no rules to follow at school today.

- What would happen?
- Why does the school have rules?
- What would be the consequences of having no rules?
- Why does the community have rules and laws?

As a class, construct a list of rules that students must follow at home, at school, and in the community. What laws affect them daily (traffic safety laws, mandatory school attendance, fireworks laws, etc.)?

Discuss the consequences of having no rules or laws in the country. What would have happened in Colonial America without rules and laws? This should lead into a discussion of the governments in the colonies. Have students use their textbooks and other resources to find information on the governments in the colonies. Some topics that the teacher may want to discuss are the following:

- Mayflower Compact
- Fundamental Orders of Connecticut
- Maryland Toleration Act
- House of Burgesses
- Royal governors
- Colonial assemblies
- Town meetings.

Guide the students in a discussion of how local, state, and national governments today relate to colonial government.

In addition to textual resources, the following are some reliable Internet resources for the students:

- http://www.mce.k12tn.net/colonial_america.htm (information about the colonies, activities, and links)
- <http://falcon.jmu.edu/~ramseyil/colonial.htm> (many links and primary sources)
- <http://www.timepage.org/spl/13colony.html> (history of all thirteen colonies, map of the colonies)
- <http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm> (first Virginia Charter)
- <http://www.yale.edu/lawweb/avalon/amerdoc/mayflower.htm> (primary source for Mayflower Compact)

- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then find *Louisiana Content Standards*. Select *Social Studies, grade 5*. Scroll down to *GLE 37*. Click on *Colonial America*.)

After coverage of the different aspects of colonial life in activities 1-5, a *professor know-it-all* ([view literacy strategy descriptions](#)) should be conducted. Form groups of three or four students. Students should be given time to review what they have learned about Colonial America. All of the groups should generate three-to-five questions that they anticipate will be asked and that they want to ask the other groups. Instruct a group to be the know-it-all professors and come to the front of the class. The know-it-all group will invite questions from the other groups. When a question is asked, the know-it-alls should huddle and briefly discuss how to answer it. Then the know-it-all spokesperson will give the answer. Students asking the questions should think about the answers given and challenge or correct the professor know-it-alls if answers were not correct or needed elaboration and amending. After a few minutes, change groups and continue the process. It may be necessary for the teacher to model various types of questions expected. Students should ask both factual and higher level questions. This is an excellent method to review and reinforce content.

Activity 6: Religion in Colonial Life (GLE: 37)

Materials List: map of the thirteen colonies

Have students name and compare the major religious groups in Colonial America. Include the location(s) of the major religious groups, and have students place them on a map of the thirteen English colonies (e.g., *Puritans in New England, Catholics in Maryland, Anglicans in Virginia, Quakers in Pennsylvania, etc.*)

Lead a class discussion to define the *Great Awakening* as a religious revival occurring in the American colonies in the mid-eighteenth century. Ask students to discuss what they know about a “religious revival,” such as:

- Do revivals occur in churches today?
- What is the purpose of church revivals?
- Would all religions have supported the Great Awakening?

Guide a student discussion in understanding that the Great Awakening was an emotional response to religious beliefs not always supported by established churches.

Students should describe the effects of the Great Awakening. The Great Awakening influenced the founding of some colleges. Have the students investigate which colleges, where they were located, and when they were founded.

In addition to textual resources, the following are some reliable Internet resources for the students:

- <http://www.timepage.org/spl/13colony.html> (history of all thirteen colonies, map of the colonies)
- <http://www.socialstudiesforkids.com/articles/ushistory/13colonieschurch.htm>
- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then find *Louisiana Content Standards*. Select *Social Studies, grade 5*. Scroll down to *GLE 37*.)

Activity 7: Roger Williams, Anne Hutchinson, and Thomas Hooker (GLE: 37)

Have the students investigate the beliefs of each of the following: *Roger Williams*, *Anne Hutchinson*, and Thomas Hooker, and how their beliefs differed from the Puritans.

Conduct a classroom dramatization of Roger Williams being expelled from the Massachusetts colony and founding Rhode Island. Assign roles where students explain why this was an important event. Ask: Why Roger Williams was expelled (persecuted) by Massachusetts? How was religious life different in Rhode Island? Be sure to have Roger Williams speak for himself in the course of the role-play.

Discuss Anne Hutchinson and Thomas Hooker and their religious beliefs. What did each one oppose? What happened to them?

Compare the reasons the Puritans left England with what the Puritans were doing to their own people in New England.

Activity 8: Analyzing Historical Events (GLE: 23)

Materials List: construction paper, glue

Select several significant events in Colonial American history. Assign pairs of students one of the events and make a cause/effect chain about the event. Students can create a balanced report of the event by answering a series of questions, such as the following, on the trial of John Peter Zenger:

- What caused this event to happen?
- When did it happen?
- What people were involved?
- What was the result?
- What important right did this event help establish that Americans have today?

Other possible topics: Pequot Wars, King Phillip’s War, Salem witch trials, religious persecutions, Navigation Acts, founding of one of the colonies, etc.

Use strips of construction paper to report on the historical event. Strip One should have the title of the event and date it occurred. Strip Two should have what caused the event to happen. Strip Three should have a description of the event. Strip Four should have the effect of the event. Glue the strips together to form a chain. Students should share their historical events with the rest of the class. Display the students’ chains on a bulletin board or post them somewhere in the classroom.

Sample Assessments

General Guidelines

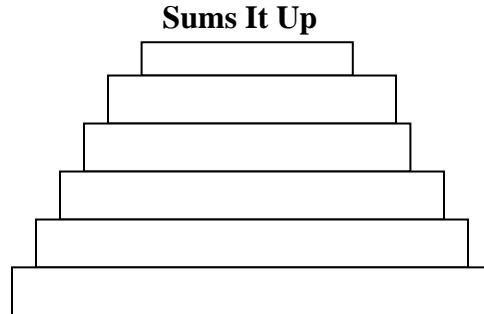
- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Students will work in cooperative groups to create a skit about an event from Unit 5. The teacher can give topics for students to choose or the students can decide independently on a topic. The skit should be informative and should portray the beliefs of the historical people involved. These skits can be assessed with a rubric. (See Sample Rubric BLM.)
- Students will write an editorial for a European newspaper, from the perspective of an early colonist, explaining why religious freedom is important.
- Students will select significant events in Colonial American history to summarize. Then, they will create a newspaper from these articles using illustrations, cartoons, etc.

Activity-Specific Assessments

- Activities 2 and 3: Create a set of steps similar to the ones below. The following is a sample of the Sums It Up BLM that can be used.



- On the top block, students should write the name of a person who founded one of the thirteen colonies. On the next block, students will describe the beliefs of this person. On the third block, students will write the results of his work or beliefs. On the fourth block, students will write questions that they would like to ask the person. On the fifth block, students will write a summary about the colony using religion, important trade, ways to make a living, etc. On the bottom block, students will write the name of the colony and the first settlement of the colony. If the teacher wishes, more blocks could be added.
- Activity 4: Students will write a paragraph explaining economic interdependence among the colonies. They should include examples of items traded and why interdependence was important.
 - Activity 8: Students will create cause/effect chains about a historical event. Chains should be checked for accuracy and understanding.

Grade 5
Social Studies
Unit 6: European Impact: Cultural, Political, and Economic (1565-1763)

Time Frame: Seven weeks



Unit Description

This unit focuses on the European influence on emerging cultural, political, and economic institutions in Colonial America.

Student Understandings

Students understand that geographic information and tools can be used to locate and describe settlements and settlement patterns, distinguish one region from another, explain economic and political differences and adaptations to a new physical environment, and identify natural resources. Students explain how historical thinking skills can be used to develop chronology and perspective. Students describe the development of political institutions in the colonies and explain how ties to England caused conflicting loyalties in the colonies.

Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States?
2. Can students describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements?
3. Can students identify ways in which location and physical features influence the development or life in a region of the United States?
4. Can students identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States?
5. Can students explain ways in which goals, cultures, interests, inventions, and technological advances affected people's perceptions and uses of places or regions in Colonial America?
6. Can students describe the influence of location and physical setting on the founding of the original thirteen colonies?
7. Can students describe how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict?
8. Can students describe the impact of human action on the physical environment of early America?
9. Can students describe economic and political interdependence among the thirteen American colonies?

10. Can students explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment?
11. Can students identify the natural resources used by people in the United States?
12. Can students compare aspects of American colonial government to present-day local, state, and national governments in the U.S.?
13. Can students use economic concepts such as supply and demand, scarcity, and interdependence to identify the economic motivations for European settlement in the Americas?
14. Can students construct a timeline of key events in American history?
15. Can students demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline?
16. Can students identify different points of view about key events in early American history?
17. Can students identify the causes, effects, or impact of a given event in early American history?
18. Can students identify historical issues or problems in early America and explain how they were addressed?
19. Can students describe reflections of European culture, politics, and institutions in American life?
20. Can students explain why some colonists felt loyal to England because of their cultural, political, and economic ties to their homeland?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
4.	Locate major landforms and geographic features, places, and bodies of water or waterways on a map of the United States (G-1A-M2)
Places and Regions	
6.	Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
7.	Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)
8.	Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances affected people's perceptions and uses of places or regions in Colonial America (G-1B-M4)
Physical and Human Systems	
10.	Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)

12.	Describe economic interdependence among the thirteen American colonies (G-1C-M6)
13.	Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)
Environment and Society	
14.	Describe the impact of human action on the physical environment of early America (G-1D-M1)
15.	Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
16.	Identify the natural resources used by people in the United States (G-1D-M3)
Civics	
17.	Compare aspects of American colonial government (e.g., local, colonial governors, role of British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)
Economics	
19.	Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)
History	
20.	Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)
21.	Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)
22.	Identify different points of view about key events in early American history (H-1A-M2)
23.	Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)
25.	Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
United States History	
39.	Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)
40.	Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)

Sample Activities

Activity 1: Landforms and Settlement (GLEs: 4, 6, 7, 10)

Materials List: outline map of North America, physical map or political map of American colonies, Why Settle Here? BLM

Provide outline maps of the eastern seaboard of North America with mountains, major rivers, and estuaries. Ask students to identify and label each physical feature. Provide students with a physical or political map of the American colonies. Ask students to explain the compass rose and the map key and interpret the map title. Conduct a discussion where students hypothesize (guess) why the first colonists would build settlements at these locations in the New World. Cue the discussion to the importance of rivers and sheltered bays and inlets to the early settlers. Working in pairs, students describe why the cities listed on the Why Settle Here? BLM were settled in the particular location. The following is an example of this BLM:

Settlements and Cities	Physical Features Influencing Settlement
Jamestown	
Boston	
Philadelphia	

Upon completion of the chart, ask students to explain why some settlements (Jamestown) were settled but did not grow and why some later settlements (New York) became large cities. Students should write their explanations in their *learning logs* (view [literacy strategy descriptions](#)). This is a notebook in which students record ideas, questions, reactions, and new understandings. Documenting ideas in a log about content being studied forces students to “put into words” what they know or do not know. This process offers a reflection of understanding that can lead to further study and alternative learning paths.

In addition to the textbook, some reliable Web sites for map resources are as follows:

- http://www.civics-online.org/library/formatted/images/13_colonies.html
- <http://www.graphicmaps.com/webimage/countrys/namerica/usstates/colonies.htm>
- <http://www.nationalgeographic.com/mapmachine>
- <http://www.nationalatlas.gov/printable.html>
- <http://www.timepage.org/spl/13colony.html>
- <http://www.nationalgeographic.com/xpeditions/atlas/index.html>
- <http://geography.about.com/library/blank/blxusa.htm>

Activity 2: Landforms and Settlement (GLEs: 6, 7, 8)

Materials List: map of the United States, outline map of the colonies

Ask students to examine a map of the United States that shows the physical geography and another that shows the Southern and Northern Colonies outlined. They should then use these maps to generate information to explain how physical geography influenced regional identifications in the English colonies. Ask them to write short, informal, descriptive essays in response to the following:

- How did physical geography define the Southern and Northern Colonies?
- How were the Middle Colonies less well defined by physical features and climate?

Ask students to explain how physical regions in the colonies influenced trade, plantations and farms, products, and labor (slavery v. free people). Ask students to summarize their explanations on a wall chart.

Activity 3: This Land is Your Land (GLE: 4)

Materials List: outline map of United States, lyrics to the song, “This Land is Your Land”

Have the students listen to the lyrics of the song “This Land is Your Land” and locate the places described in the song on a United States map. Students should label the places in the song on an outline map of the United States.

Have students work in groups or pairs to create songs about United States *landforms, places, bodies of water, and other physical features*. Share the songs with the rest of the class.

In addition to the textbook, some reliable websites for map resources are listed in Activity 1. The lyrics of the song, *This Land is Your Land*, can be found at the following websites:

- <http://www.arlo.net/resources/lyrics/this-land.shtml>
- <http://www.scoutsongs.com/lyrics/thislandisyourland.html> .

Activity 4: Plymouth, Jamestown, and Massachusetts Bay Colony (GLEs: 13, 14, 15)

Materials List: Process Guide BLM, Venn Diagram BLM

Divide the class into three groups. Have one group of students research the relationship between the colonists in Plymouth and the Native Americans in the area. Assign another group of students to research the relationship between the colonists in Jamestown and the

Native Americans in the area. Have the third group of students research the relationship between the colonists of the Massachusetts Bay Colony and the Native Americans in the area. Also, have the students investigate how both groups in each area adapted to their environment and what impact their actions had on the environment.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning these topics. *Process guides* scaffold students' comprehension within unique formats. Guides help students focus on important information, making students' reading or listening more efficient. (See the Process Guide BLM). Ask students to work with their groups to fill in the guide.

Each group should give an oral presentation of its findings. As a whole class, the students should use a Venn diagram to compare and contrast the relationships between each group of colonists and each group of Native Americans. (See the Venn Diagram BLM.)

Activity 5: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13, 39)

Explain to students that indigo, rice, and tobacco were cash crops that could be grown on the warm, moist coastal plain—a physical feature that dominated the Southern Colonies. In discussion, illustrate relationships between these crops and the importation of slaves, the plantation system, and trade with England. Have students discuss the following conclusions:

- (1) The plantation system and slavery made the Southern Colonies unique.
- (2) Cash crops were traded to the mother country in exchange for manufactured goods.
- (3) Mercantilism gave a trading advantage to the mother country, so plantation owners were often debtors.

There should be a class discussion about mercantilism before discussing the conclusions listed above. The following should be considered in the discussions:

- What is mercantilism?
- What were the advantages and disadvantages of mercantilism for the colonies?
- Discuss the Navigation Acts enacted by the British Parliament.
- Discuss the triangular trade routes and the types of products that were traded.

In addition to textual resources, visit the following website for more information on triangular trade routes:

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html.

Ask students to explain how the rocky and rugged landscape, as well as the climate, of New England (Northern Colonies) affected the development of this area.

Guide a discussion that illustrates how climate and physical features of New England made ocean trade vital to the region.

Have students write down the following end-point conclusions:

- (1) Disputes with England over trading issues were most prominent in the Northern Colonies.
- (2) The Northern Colonies developed manufacturing dependent upon skilled, free labor.
- (3) Manufacturers in the Northern Colonies rapidly adopted inventions.
- (4) Inventions and technological advances affected the cultures of this region.

Then have the students, working in small groups and using their text as a resource as appropriate, come up with three-to-five reasons why one could reach each conclusion. Their reasons should be presented for class discussion, and the teacher should facilitate debate, where necessary.

Activity 6: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13, 19)

Have students ask the following questions and compare and contrast “everyman/woman” from the North and from the South. Ask:

- What professions might they choose?
- Why might they stay in this area?
- Why might they move from the North to the South, or vice-versa?
- What economic interests would each seek to protect, and how would that help define choices they made?
- What inventions or technological advances would appeal most to this person living in this era and why?

Story chains ([view literacy strategy descriptions](#)) are useful in teaching social studies concepts and in promoting writing and reading. The process involves a small group of students writing a story using the concepts being learned. This helps reinforce these concepts. Assign cooperative groups for this strategy. Have students use the questions from above as a guide to writing their stories. On a sheet of paper, ask a member in each group to write an opening sentence in which the students choose whether they live in the Northern or Southern Colonies and their profession. Then, the student will pass the paper to the next student and that student will write the next sentence. The paper is passed again to the next student who will write a third sentence. The paper is passed again to the fourth student who must complete the story. The following is an example of a story chain:

Sentence One: I work in the shipbuilding industry in New England.

Sentence Two: The shipbuilding industry is prosperous because of the forests and fishing and whaling.

Sentence Three: Building ships is less expensive here than in England.

Sentence Four: I will stay in New England because of the area’s growth and progress.

The cooperative groups could have more than four students if the teacher wants to have longer stories. All students in the group should then read the story to check for accuracy and logic and make edits as appropriate. The stories may be shared with other groups or with the whole class.

In the early days, all of the English colonies were dependent upon the mother country for manufactured goods. By the mid-eighteenth century, New England was establishing independence in trade with England, and the Southern Colonies began to trade with New England shippers and manufacturers. Ask students to make a list of goods that colonies would have traded (e.g., tobacco, foods, textiles, and furniture). Define *interdependence* and discuss it with the class. Discuss supply and demand. Define and discuss specialization with the class. What were the advantages of specialization? Explain the growth of economics and the effect it had on the colonies as well as England.

Ask students to list primary products and finished goods that would have been exchanged in intercolonial trade. Ask whether the colonies were more dependent or independent on trade with the mother country.

Then, ask students to list the number of items that their family uses that originate in other states. Conclude by asking whether the fifty states or the colonies were more interdependent.

Activity 7: Regions, Products, and Trade in the Colonies (GLEs: 9, 12, 13, 22)

The Northern and Southern Colonies were unique because of their physical geography and trade, but also the two regions were interdependent by the end of the colonial period. Ask students to role-play a southern planter's and a northern ship captain's attitudes regarding:

- slavery
- trade
- defense of the frontier
- Navigation Acts
- inventions
- cultural interests

Open the role-play to a general discussion of ideas separating and uniting the two regions.

Activity 8: Natural Resources and Colonial Life (GLE: 16)

Materials List: Useful Natural Resources BLM

Define *natural resources* in economic terms: a resource found in nature that is used in producing a good that has value. Ask students to make a list of natural resources that colonists found useful (see example of Useful Natural Resources BLM below).

Natural Resource	Use
Rich soils of the coastal plain and river valleys	
Iron ore	
Forests	Build ships

Ask students to examine the natural resources of colonial life and write a description of a specific person in a specific area of the colonies with whom they could identify (e.g., “If I could go back in time, I would be . . .”). Then, they should explain their choice, including how they would use natural resources.

Have students, in groups of five-to-six at a time, take turns role-playing the colonial figures that they imagined and discuss who they are, what they do, and what their lives are like with one another.

Activity 9: Time and Historical Events (GLEs: 20, 21)

Materials List: chart or poster paper for a large classroom timeline, 3” x 5” cards

Introduce a large classroom timeline representing the years 1400-2000. Ask students to mark the beginning and end of the following:

- the Age of Exploration (Emphasize important dates [e.g., Cabot, Columbus].)
- the Age of Colonization (Emphasize founding of the original colonies.)
- the United States of America (independence of today).

If possible, make this timeline twenty-four feet long with each foot equal to twenty-five years, providing ample space for adding persons and events of importance. Begin by marking a few selected points on the timeline and discuss the space (time) between them. The following would serve as good prompts:

- sailing of John Cabot
- founding of Jamestown
- Declaration of Independence
- current year.

Point out that the period of time between the sailing of John Cabot and the settlement of Jamestown is about 110 years—the Age of Exploration. From Jamestown to the Declaration of Independence is about 170 years—the Age of Colonization in North America. Independence for the United States has existed for over 230 years. The timeline can be used to mark important dates, such as the sailing of explorers, founding of colonies, and events leading up to revolution. These events can be described on 3” x 5” cards and attached to the timeline by students.

Ask the class to measure the time periods of each age, reviewing how young the United States is (1776—today) compared to the other two ages (1400—1776).

Using the timeline created above, ask students to explain time lapses between important events and/or periods of Colonial American history. Ask them to answer questions such as:

- How does the time period from the early explorers to independence compare with American history since independence?
- Exactly how many years passed between the founding of Jamestown and the founding of the thirteenth English colony?

Ask students to list ways life in the colonies changed from 1607 to 1776 (e.g., population growth, more settlements, making a living, family life).

Have students create a three-part picture using a medium of their choice (e.g., drawing, photographs, computer-generated images, or animation) that represents the three periods discussed. Students should include an explanation of each image and tell how each image relates to the others.

Activity 10: English Influence in the Colonies (GLEs: 17, 40)

Materials List: Venn Diagram BLM

Have students complete in small groups the Venn Diagram BLM *graphic organizer* ([view literacy strategy descriptions](#)), for each of the following comparisons of government: local colonial government vs. local parish government, local colonial governors vs. Louisiana state government, British parliament and crown vs. national government. *Graphic organizers* help the students comprehend text and solve problems. Once the Venn Diagram is completed, provide time for students to review the content with a partner, as this will help them prepare for class discussions and quizzes.

Each group should be prepared to present its three diagrams, as well as add information that it gleans from other groups who speak. Have a discussion about the English influence on the colonies' governments, and why some colonists would feel loyal to England because of the political ties.

In addition to the textbook, some reliable Web sites are as follows:

- <http://www.worldbookonline.com> (This database is provided free of charge to districts by the Louisiana Department of Education. See your school or district technology coordinator for the logon id and password. Select *Educators' Tools* and then *find Louisiana Content Standards. Select Social Studies, grade 5.* Scroll down to *GLE 37*. Click on *Colonial America*. Then, click on *Government and Law Enforcement*.)
- <http://www.JamestownJourney.org> The teacher will have to sign up for this free site. There is a multitude of information on Jamestown, plus primary sources. Click on *K-12 Resources and Jamestown Civic Lessons*. If one scrolls down or searches by subject or grade, there are all kinds of lesson plans, activities, and primary sources. Scroll down to *Jamestown Journey Civics Lessons*. Then, click

on *Birth of American Democracy: Evolution of Local Government*. Also, click on *Rules of Law*.

Activity 11: Colonists' Attitudes toward British Rule (GLE: 40)

Materials List: Advantages and Disadvantages of Being English Colonists BLM

Have students write as if they are an English colonist during the colonial period. Tell them that there is a great deal of discussion in their community about cultural, political, and economic ties to their former homeland. Ask them to imagine that a neighbor or friend in that era has asked them to explain why they feel loyal to England because of their cultural, political, and economic ties to their homeland, and have them informally write and/or deliver orally their explanation.

Ask students to role-play colonists from different walks of life to illustrate why some opposed British rule while others supported it. Assign roles such as the following:

- Southern planter who sells rice to England and is in debt to English manufacturers
- Boston trader shipping rum and hauling African slaves
- Frontier settlers fearful of the French and their Indian allies
- Indentured servant earning money for land
- Young aristocratic lady being educated in Europe
- Free person of African descent
- Middle class printer from Boston
- Clergyman who has a church in the colonies
- Large landowner who studied law in England and who married a lady from England.

Ask students to perform their roles, and have the class vote on the likelihood of that person's being a loyalist or a revolutionary.

Instead of role play, have students make trading cards of different walks of life. Students will draw a picture of a person on one side of the card, and on the other side of the card students will write why the person supports British rule or why the person does not support it. Students could create more roles than the ones that are listed, and then they could trade cards.

Ask students to complete a comparative chart such as the following sample from the Advantages and Disadvantages of Being English Colonists BLM:

Advantages	Disadvantages
Ex. Protection of the British Army	Taxed by English Parliament

Activity 12: French and Indian War (GLEs: 13, 23, 25)

Materials List: poster board, markers or crayons, Internet access

Have students engage in a *SPAWN* (view literacy strategy descriptions) writing activity on the French and Indian War. *SPAWN* is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next). Using these categories, one can create numerous thought-provoking and meaningful prompts related to the topic of the French and Indian War. These prompts should require considered and critical written responses by the students. *SPAWN* prompts can be created as students prepare to learn new information about the topic or as students reflect on what has been learned. Students should receive one prompt on any given day as the topic of the French and Indian War is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they will respond before the day's lesson begins. Responses should be written in *learning logs* (view literacy strategy descriptions). *SPAWN* writing usually calls for students to anticipate what will be learned that day, as in the following prompts:

P – Problem Solving

The French and British both claimed the Ohio River valley. Write a letter demanding that the French leave the valley.

N – Next

The French refuse to leave. What will happen next?

On other days, conclude the lesson with a *SPAWN* prompt that asks students to reflect on or think more critically about what they have just learned:

S – Special Powers

Students have been given the power to change one of the battles. Describe which one would change, why, and the consequences of the change.

W – What If?

What might have happened if the Native Americans were not involved in the war?

A – Alternative Viewpoints

Write a paragraph from the viewpoint of either a French soldier, a British soldier, or a Native American on why their people should have claim to the land in dispute.

SPAWN writing should be viewed as a tool students can use to reflect on and increase their development of disciplinary knowledge and critical thinking. Allow time for students to share their *SPAWN* responses with a partner or the whole class. Students should listen for accuracy and logic in the responses.

Have students use their textbooks and other textual research as well as the Internet to find information about the *French and Indian War*. Students will work in cooperative groups to find the answers to the following questions:

- Who was fighting?

- What was the cause?
- Where was the location of the conflict?
- Who won the war?
- How did they win?
- What was the effect of the war?
- Why was the war called the French and Indian War?
- How was the Ohio Valley important to the French and to the British?
- Why did the Proclamation of 1763 provoke the colonists?

Students should explain the role of the Iroquois League in the French and Indian War and how it was important. Students should describe the cooperation among the British colonists when they met with the Iroquois League. Students should give other examples of how colonists cooperated with one another during the war.

Have students divide a poster board into four sections. In the first section of the poster board, students should write a title and draw an illustration representing the French and Indian War. In the next two sections, students should draw illustrations to represent the cause and effect of the war and write explanations of the cause and effect. In the last sections, students should draw an illustration and summarize the causes and effects of the war.

Activity 13: Footprints in American History (GLEs: 20, 22, 25)

Materials List: construction paper or cardstock, markers or crayons

Review with the students some of the problems or issues in early America that they have studied over the school year. Then, give each student a piece of construction paper or cardstock to cut out a footprint. (The teacher might want to prepare footprints in advance and provide them to each student.) Have the students choose an issue and describe it on the footprint as if they were there. They should include different points of view of the people involved in the issue and also how it was addressed. On the other side of the footprint, students should give the issue a title, and also write the date and place it occurred. After everyone has finished, have the students share their footprints in a chronological order, and construct a class timeline of the events.

Activity 14: European Impact (GLE: 39)

Using students' prior knowledge, identify the various groups that settled in the New World. Summarize the European culture, politics, and institutions in American life (e.g., *colonies and cities named for British royalty, legal concept of trial by jury, legislative elections by the people, English language, colonial assemblies, music, foods*). This activity could be done as a whole class discussion, or this activity could be done in cooperative groups. Then, the groups could share their thoughts with the rest of the class.

The teacher should add any additional information that is important but has not surfaced in the discussion.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observations, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Students will make a list of appropriate items that would be placed in a time capsule for an assigned colony. There clearly should be evidence of the European cultural, political, and economic impact on the colony. Students should be thorough, creative, and show knowledge of content.
- Students will individually make a top ten list of either facts about the thirteen colonies that relate to their location, economics, and culture or reasons why a particular historical event happened. The students should rank these from one to ten with number one being the most important. The list should be accurate and show a clear understanding of the assignment.
- Divide the class into six groups. Ask a question about Unit 6 and allow time for the groups to discuss it. Then, call on one of the groups. When a group answers correctly, the group will earn a point. The teacher should check for understanding and record the results of each response.

Activity-Specific Assessments

- Activity 3: Students will label the places mentioned in the song “This Land is Your Land” on an outline map of the United States. Then, they will compose their own songs about United States landforms, places, bodies of water, and other physical features. Each group will share its song with the rest of the class. Students should be thorough, creative, and show knowledge of major landforms, geographic features, places, and bodies of water in the United States.

- Activity 4: Groups of students will give oral presentations on the relationship between the assigned group of colonists and the Native Americans in the same area. The presentations should also include how both the colonists and the Native Americans adapted to their environment, and what impact their actions had on the environment.

For a sample of a rubric that could be used to assess these presentations, see the Assessment of Presentations Rubric BLM.

- Activity 12: Students will draw illustrations in four sections of a poster board to describe the cause and effect of the French and Indian War. Each section's explanation and the summary should be clear and accurate. The illustrations should be creative, colorful, neat, accurate, and should show student effort.