

Social Studies Grade 5 Unit 2

Unit: Social Sciences and History , Grade(s) Grade 5

Three Worlds Meet

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: Why did the Age of Discovery/Exploration occur?

EQ2: What impact did European exploration have on the indigenous populations of the Americas?

EQ3: What did Old World explorers and merchants take to and from the New World during the Age of Discovery/Exploration?

EQ4: How did the exploration of the Americas lead to settlement and colonization?

EU1: The Age of Discovery, or the Age of Exploration is the period in European history in which mass overseas exploration emerged as a powerful factor in European culture.

EU2: Many lands previously unknown to Europeans were discovered by them during this period, though most were already inhabited.

EU3: From the perspective of many non-Europeans, the Age of Discovery marked the arrival of invaders from previously unknown continents.

EU4: The common exchange of slaves and goods between Europe, the Americas, and West Africa, using shipping routes across the Atlantic Ocean, became known as Triangular Trade.

EU5: The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture.

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Evidence of Learning/ Assessment

- Competency 1 - Counternarratives of “Exploration”
- Competency 2 - Explorers: How Should They Be Remembered?
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning (November 19-February 8, 2021)
- Suggested Learning Activities
 - Take on the role of underwater archaeologists to examine objects from an explorer's ship, then categorize the objects.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Write an entry in an exploration log.
 - SEL Competency: Social Awareness.
 - Write a dramatic scene showing European sailors telling stories of the dangers of ocean travel
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Use the Mariners' Museum website (<http://www.marinersmuseum.org/education/activities-students-andteachers>) to complete a dozen activities including creating a compass, astrolabe and quadrant
 - SEL Competency: Social Awareness; Self-Management.
 - Explore "territories" set up around the classroom to experience the challenges, dangers, and rewards of exploration.
 - SEL Competency: Relationship Skills; Self-Management.
 - Analyze a primary source about the effects of Spanish colonization and consider how the piece informs and persuades.
 - SEL Competency: Social Awareness; Self-Management.
 - Use an illustrated matrix to organize information about each explorer. Play a game answering questions about the explorers.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Discuss the role ships played in New World exploration and write news reports on the struggle between France and Spain over Florida.
 - SEL Competency: Social Awareness.
 - Use a map of North America to trace and label the routes of the explorers. Rank each explorer's impact on history.
 - SEL Competency: Social Awareness; Self-Management.
 - Create a play that details the Spanish conquests of the Aztec and Incan Empires
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Examine images to hypothesize how European nations explored and established settlements in the Americas.
 - SEL Competency: Social Awareness; Self-Management.
 - Create a historical marker commemorating an early European settlement.
 - SEL Competency: Social Awareness; Self-Management.
 - Create an argument to answer the question: Was Christopher Columbus a hero?
 - SEL Competency: Social Awareness; Self-Management.

Social Studies Alive - America's Past

DBQ Project

InfoBase

Social Emotional Learning

Social Studies is enhanced when it is intentional about developing social and emotional learning (SEL) core competencies.

- **Self-Awareness.** Social studies begins with an awareness of self and how individuals are members of their families, communities, and country.
 - *Students will use historical events to identify with a time they may have had the same feelings as a historical figure and discuss in small groups (or write in their journals or on an essay question) how they handled those situations.*
- **Self-Management.** All education is based on the implicit assumption that students will have the self-management skills necessary to calm themselves and focus their attention so they can effectively participate in learning, including history and social studies. A further assumption is that students will have goal-setting skills to complete academic assignments.
 - *Students will identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve it.*
 - *Students will use historical events to discuss how historical figures persevered through hard times to turn their lives around or reach a goal.*
- **Social Awareness.** Understanding history and social studies depends on an awareness of ourselves in relation to others—how we may be similar and different. Understanding of history and social studies also depends on an awareness of different cultures and historical experiences. It provides an opportunity to understand that people have different perspectives based on their experiences. Perspective-taking is an essential part of social awareness.
 - *Students will examine historical events and discuss the different perspective of different historical figures, identifying their feelings and thoughts.*
 - *Students will reflect (including in journals) on questions about the negative effects of stereotyping and discuss using TPS strategy.*
 - *Students will discuss and analyze the origins and negative effects of stereotyping and prejudice as reflected in history.*
 - *Students will routinely examine history and biographies in terms of the perspective of the individuals being studied, identifying their feelings and thoughts.*
 - *Students will organize information and promote problem solving as a part of learning about history that explores different cultures and celebrates diversity.*
 - *Students will routinely discuss figures in history in terms of how they felt and why they took certain actions or behaved the way they did.*

- **Relationship Skills.** Social studies may be explicitly organized to develop community service skills, which give students opportunities to practice communication, assertiveness, conflict resolution, and problem-solving. Project-based learning and/or cooperative learning techniques also offer opportunities for students to practice important interpersonal skills.
 - *In preparation for presentations, students will develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.).*
 - *Students will collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers.*
 - *Students will walk through the steps of problem-solving in response to situations in history.*
- **Responsible Decision-making.** Social studies assumes that students will have the ability to evaluate options and make effective decisions to complete assignments. Further, students have an opportunity to reflect on the values of different historical figures, and how values and beliefs can motivate service to others and their community.
 - *Students will learn a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).*
 - *Students will apply their decision-making formula to problems historical figures faced.*

Standards Covered

*ELA NJSL

RI: Reading Informational Text

Craft and Structure

- RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Key Ideas and Details

- RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Range of Reading and Level of Text Complexity

- RI.5.10: By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W: Writing**Production and Distribution of Writing**

- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

- W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - W.5.9.A: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
 - W.5.9.B: Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Text Types and Purposes

- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

***Social Studies NJSL**

SOC.6.1.8: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.8.1: Three Worlds Meet (Beginnings to 1620)

- SOC.6.1.8.A: Civics, Government, and Human Rights
 - SOC.6.1.8.A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- SOC.6.1.8.B: Geography, People, and the Environment
 - SOC.6.1.8.B.1.b: Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- SOC.6.1.8.C: Economics, Innovation, and Technology
 - SOC.6.1.8.C.1.a: Evaluate the impact of science, religion, and technology innovations on European exploration.
 - SOC.6.1.8.C.1.b: Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- SOC.6.1.8.CS1: Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- SOC.6.1.8.D: History, Culture, and Perspectives
 - SOC.6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.
 - SOC.6.1.8.D.1.c: Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Additional Properties

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