

# Unit 4: European Explorers and Early Settlements (Weeks 31-36)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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“European Explorers and Early Settlements” addresses the second part of the time period known as “Three Worlds Meet (Beginnings to 1620).” Students will acquire the knowledge and skills to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. The focus of this unit is based upon the following disciplinary concepts:

**Global Interconnections:** Interaction between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.

**Exchange and Markets:** The exchange of goods and services can have negative and positive effects.

**Global Economy:** Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

**Historical Sourcing and Evidence:** There are a variety of sources that help us understand the past.

## ESSENTIAL QUESTIONS

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- What impact has the interactions between humans had on societies?
- What is the role of trade?
- What is the economic impact of science and technology innovations on European exploration?
- How can examining a variety of sources help us understand the past?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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**New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)**

**6.1.5.GeoPP.3:**

Use geographic models to describe how human movement relates to the location of natural resources and

sometimes results in conflict.

**6.1.5.GeoSV.5:**

Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

**6.1.5.GeoGI.2:**

Use historical maps to explain what led to the exploration of new water and land routes.

**6.1.5.EconEM.5:**

Explain why individuals and societies trade, how trade functions, and the role of trade.

**6.1.5.EconNM.4:**

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**6.1.5.EconGE.5:**

Evaluate the economic impact of science and technology innovations on European exploration.

**6.1.5.HistoryCC.2:**

Use a variety of sources to illustrate how the American identity has evolved over time

**6.1.5.HistoryCC.4:**

Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**6.1.5.HistoryCC.5:**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistoryCC.6:**

Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**6.1.5.HistoryCC.10:**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistoryCC.15:**

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

**6.1.5.HistoryUP.5:**

Compare and contrast historians' interpretations of important historical ideas, resources and events.

**6.1.5.HistoryUP.6:**

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

**6.1.5.HistoryUP.7:**

Describe why it is important to understand the perspectives of other cultures in an interconnected world

**6.1.5.HistorySE.1:**

Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

SOC.6.1.5.GeoPP.3

Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.3-5.8.1.5.DA.1

Collect, organize, and display data in order to highlight relationships or support a claim.

CS.3-5.8.1.5.DA.3

Organize and present collected data visually to communicate insights gained from different views of the data.

### PRE-ASSESSMENTS

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#### [Unit 4 Pre-Assessment](#)

### INSTRUCTIONAL PLAN

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#### MODULE 0

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Day 0\*

\*For timing purposes of this unit, please try to complete this lesson during your Morning Meeting. Feel free to modify it to make it work! (E.g., skip the Big Paper Discussion and just have a brief class discussion of the questions or just show the video.)

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to examine the reasons for exploration.
<b>Student Learning Strategies</b>	SSDP: Gathering and Evaluating Sources
<b>Success Criteria</b>	I can: <ul style="list-style-type: none"><li>• Define exploration.</li><li>• Write answers to questions about exploration.</li><li>• Explain why other people explore.</li></ul>

**Formative Assessment (drives instructional decisions)**

- Chart paper responses
- Class discussions

**Activities and Resources**

1. Ask students how they define “exploration.”
2. Brainstorm ideas about exploration using the [Big Paper Discussion](#) strategy. Write the following questions on chart paper:
  - Why do people explore?
  - What places have you explored? What did you learn?
  - What places would you like to explore in our country?
  - What places would you like to explore outside of our country?

Give a chart to each team/group of students and give them 1-2 minutes to write down their answer. After 2 minutes, students rotate to the next team/chart, read the responses from the previous group, and then add to it, trying not to repeat ideas.
1. After each group has responded to each question, hang the charts around the room. Give students a few minutes to move around the room to read everyone’s responses. Using stickers or drawing a star, have students mark their two favorite ideas for each question. As a class, discuss favorites for “Why do people explore?” and “What places have you explored?”

	<p>2. Introduce the beginning of this unit as the “age of discovery,” and that we’ll be thinking about ways exploration has shaped our world.</p> <p>3. Watch <a href="#">National Geographic Video: Why is it important to explore?</a> to wrap up.</p>
<b>Suggested Modifications</b>	See <a href="#">"Suggested Modifications" document.</a>

SOC.6.1.5.HistorySE.1

Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

## MODULE 1

Day 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to examine multiple accounts of early European explorations of North America.
<b>Student Learning Strategies</b>	SSDP: Gathering and Evaluating Sources
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Identify two early explorers.</li> <li>• Identify major land and water routes.</li> <li>• Explain reasons for exploration.</li> <li>• Explain the impact exploration had.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• <a href="#">Graphic organizer</a></li> </ul>

<p><b>Activities and Resources</b></p>	<ol style="list-style-type: none"> <li>1. Class Activity: Watch <a href="#">PBS Learning Media Video Eric the Red and Leif Ericson</a> and discuss.</li> <li>2. Class/partner/ independent activity: track the explorations on <a href="#">Google Earth Voyager Stories</a>.</li> <li>3. Class/partner/ independent activity: complete <a href="#">graphic organizer</a>.</li> </ol>
<p><b>Suggested Modifications</b></p>	<p><a href="#">See "Suggested Modifications" document.</a></p>

SOC.6.1.5.HistorySE.1

Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

## MODULE 2

Day 2

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning to explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>We are learning to describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
<p><b>Student Learning Strategies</b></p>	<p>SSDP: Presenting Arguments and Explanations</p>
<p><b>Success Criteria</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Explain why people trade.</li> <li>• Describe how trading worked on the Silk Road.</li> <li>• Explain the role of trade.</li> <li>• Describe why it was important to understand the</li> </ul>

	perspectives of other cultures along the Silk Road
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<b>Activities and Resources</b>	<ol style="list-style-type: none"> <li>1. Watch <a href="#">PBS Learning Media Video: Marco Polo</a> and discuss.</li> <li>2. Watch <a href="#">BrainPop Video: Silk Road</a> and discuss.</li> </ol>
<b>Suggested Modifications</b>	<a href="#">See "Suggested Modifications" document.</a>

SOC.6.1.5.EconEM.5

Explain why individuals and societies trade, how trade functions, and the role of trade.

SOC.6.1.5.HistoryUP.7

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## MODULE 3

Day 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to use historical maps to explain what led to the exploration of new water and land routes.</p> <p>We are learning to evaluate the economic impact of science and technology innovations on European exploration.</p> <p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>
<b>Student Learning Strategies</b>	SSDP: Presenting Arguments and Explanations
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Make observations about historical maps.</li> <li>• Describe the importance of Prince Henry the Navigator's innovations.</li> </ul>

<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<b>Activities and Resources</b>	<ol style="list-style-type: none"> <li>1. Hang the following maps around the room and have students take a gallery walk: <ul style="list-style-type: none"> <li>• <a href="#">1502-1506: Portolan Chart</a></li> <li>• <a href="#">1504-1506: Nautical Planisphere</a></li> <li>• <a href="https://www.loc.gov/classroom-materials/waldseemullers-map-world-1507/">https://www.loc.gov/classroom-materials/waldseemullers-map-world-1507/</a></li> <li>• <a href="#">1538 Gerhard Mercator World Map</a></li> <li>• <a href="#">1534 Oronce Fine World Map</a></li> </ul> </li> <li>1. Discuss the maps (what students notice, what's missing, how the maps impact exploration, etc.)</li> <li>2. Watch <a href="#">"Prince Henry the Navigator" video</a>.</li> <li>3. Read pgs. 6-7 and pg. 27 of <a href="#">Explorers of the New World</a>.</li> </ol>
<b>Suggested Modifications</b>	<a href="#">See "Suggested Modifications" document.</a>

SOC.6.1.5.GeoGI.2

Use historical maps to explain what led to the exploration of new water and land routes.

SOC.6.1.5.EconNE.4

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

SOC.6.1.5.EconGE.5

Evaluate the economic impact of science and technology innovations on European exploration.

## MODULE 4

Day 4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>We are learning to compare and contrast historians' interpretations of important historical ideas, resources, and events.</p>
<b>Student Learning Strategies</b>	SSDP: Developing Claims and Using Evidence
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"><li>Analyze and identify the impact of Christopher Columbus's voyage to the Americas.</li><li>Compare and contrast how Columbus was viewed in the past to how some historians/people view his actions today.</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<a href="#">Columbus Cause and Effect Chart</a>
<b>Activities and Resources</b>	<ol style="list-style-type: none"><li>Group Activity: Discuss knowledge of Christopher Columbus prior to showing <a href="#">BrainPop: Christopher Columbus</a> video.</li><li>Individual Activity: Complete <a href="#">Columbus Cause and Effect Chart</a>, recording Columbus's actions and the impact on the Natives in the Caribbean.</li></ol>
<b>Suggested Modifications</b>	<a href="#">See "Suggested Modifications" document.</a>

SOC.6.1.5.HistoryCC.4

Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

SOC.6.1.5.HistoryUP.5

Compare and contrast historians' interpretations of important historical ideas, resources and events.

## MODULE 5

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning to use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>We are learning to evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p>
<p><b>Student Learning Strategies</b></p>	<p>SSDP: Seeking Diverse Perspectives</p>
<p><b>Success Criteria</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Explain the Columbian Exchange</li> <li>• Analyze and explain the impact the Columbian Exchange had on the European and Native people.</li> <li>• Recognize the different perspectives of those involved in the Columbian Exchange.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p><a href="#">BrainPop: Columbian Exchange "Make-a-Map" Activity</a></p>
<p><b>Activities and Resources</b></p>	<ol style="list-style-type: none"> <li>1. Group Activity: Watch and discuss the <a href="#">BrainPop Columbian Exchange</a> video.</li> <li>1. Individual Activity: Students are to complete the <a href="#">BrainPop: Columbian Exchange "Make-a-Map" Activity</a> using keywords and images to explain the Columbian Exchange.</li> </ol>
<p><b>Suggested Modifications</b></p>	<p><a href="#">See "Suggested Modifications" document.</a></p>

**MODULE 6**

Day 6

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p>We are learning to compare and contrast historians' interpretations of important historical ideas, resources, and events.</p>
<p><b>Student Learning Strategies</b></p>	<p>SSDP: Gathering and Evaluating Sources</p>
<p><b>Success Criteria</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the actions of the Spanish conquistadors.</li> <li>• Analyze the interactions and relationships between the Native people and the Spanish.</li> <li>• Identify the impacts of the Spanish and Native interactions.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p><a href="#">Conquistadors Comparison Chart</a></p>
<p><b>Activities and Resources</b></p>	<ol style="list-style-type: none"> <li>1. Group Activity: Watch and discuss the <a href="#">BrainPop: Conquistadors</a> video.</li> <li>1. Discuss Pizarro, Columbus and Cortes</li> <li>2. Partner Work: Students will complete the <a href="#">Conquistadors Comparison Chart</a> using the "Conquistadors" BrainPop video and the following PBS videos, if need be: <a href="#">PBS Video: The Pizarro Brothers</a> and/or <a href="#">PBS Video: Cortes</a>.</li> </ol>
<p><b>Suggested Modifications</b></p>	<p><a href="#">See "Suggested Modifications" document.</a></p>

**MODULES 7-9**

Days 7-9

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning to compare and contrast historians' interpretations of important historical ideas, resources, and events.</p> <p>Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• SSDP: Gathering and Evaluating Sources</li> <li>• SSDP: Developing Claims and Using Evidence</li> <li>• SSDP: Presenting Arguments and Explanations</li> </ul>
<p><b>Success Criteria</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Compare and contrast 5 European explorers, including Ferdinand Magellan, John Cabot, Samuel de Champlain, Henry Hudson and Ponce de Leon.</li> <li>• Compare and contrast information on a European explorer by using several different resources.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p><a href="#">Explorer Slideshow Jigsaw Template</a></p>
<p><b>Activities and Resources</b></p>	<p>Group/Individual Jigsaw Activity:</p> <p>1. Introduce Jigsaw of Magellan, Cabot, Champlain, Hudson, Ponce de Leon. Students will have a home group where they will meet and choose the explorer each of them will research. Then students will meet with their research group, which will include students</p>

	<p>with the same explorer.</p> <p>2. Show students the <a href="#">Explorer Slide Sample: Marco Polo</a> and the <a href="#">Explorer Slideshow Jigsaw Template</a> where they will create their slideshow. Students will record their own notes and use the notes to create their slideshow. Students will use the books in the <a href="#">Epic! Explorers Information Book Collection</a> to research. Students will also use the following <a href="#">Links to PBS Videos: Explorers</a> to research.</p> <p>3. Students will wrap up with a presentation to their home group.</p>
<b>Suggested Modifications</b>	<a href="#">See "Suggested Modifications" document.</a>

SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.

## MODULE 10

Day 10

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning to use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.</p> <p>We are learning to evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>We are learning to use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>SSDP: Gathering and Evaluating Sources</li> </ul>

	<ul style="list-style-type: none"> <li>SSDP: Seeking Diverse Perspectives</li> </ul>
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Identify the natural resources that drew the English settlers to present-day Virginia</li> <li>Identify the source(s) of conflict between the residents of Jamestown and the Natives</li> <li>Explain different interpretations of experience and events</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<p><a href="#">Nightmare in Jamestown Original Notes</a></p> <p>OR</p> <p><a href="#">Nightmare in Jamestown Shortened Notes</a></p>
<b>Activities and Resources</b>	<p>Show first half of: <a href="#">Nightmare in Jamestown Video</a></p> <p>OR</p> <p><a href="#">Nightmare in Jamestown Video, on Vimeo</a> and have students take notes.</p> <p>You may use: <a href="#">Nightmare at Jamestown Original Notes</a> to have the students take notes.</p> <p>You may also use this shortened version of the notes: <a href="#">Nightmare at Jamestown (Shortened Edition)</a></p> <p>***NOTE: You can also show the following BrainPop video instead: <a href="#">BrainPop: Jamestown, Part 1</a></p>
<b>Suggested Modifications</b>	<p><a href="#">See "Suggested Modifications" document.</a></p>

SOC.6.1.5.GeoSV.5

Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

SOC.6.1.5.HistoryUP.6

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

## MODULE 11

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Day 11

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.</p> <p>We are learning to evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>We are learning to use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• SSDP: Gathering and Evaluating Sources</li><li>• SSDP: Seeking Diverse Perspectives</li></ul>
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"><li>• Identify the natural resources that drew the English settlers to present-day Virginia.</li><li>• Identify the source(s) of conflict between the residents of Jamestown and the Natives.</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<p><a href="#">Nightmare in Jamestown Original Notes</a></p> <p>OR</p> <p><a href="#">Nightmare in Jamestown Shortened Notes</a></p>

## Activities and Resources

Show second half of: [Nightmare in Jamestown Video](#)

OR

[Nightmare in Jamestown Video, on Vimeo](#)

You may use:

[Nightmare at Jamestown Original Notes](#) to have the students take notes.

You may also use this shortened version of the notes:

[Nightmare at Jamestown \(Shortened Edition\)](#)

**\*\*NOTE:** You can also show the following BrainPop videos instead:

[BrainPop: Jamestown, Part 2](#)

## Suggested Modifications

[See "Suggested Modifications" document.](#)

SOC.6.1.5.GeoPP.3

Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

SOC.6.1.5.GeoSV.5

Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

SOC.6.1.5.HistoryUP.6

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

## MODULES 12-15

Days 12-15

### Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning to analyze key historical documents to determine the role they played in past and present day government and citizenship.

We are learning to compare and contrast historians' interpretations of important historical ideas, resources, and events.

### Student Learning Strategies

- SSDP: Gathering and Evaluating Sources
- Developing Claims and Using Evidence

	<ul style="list-style-type: none"> <li>Presenting Arguments and Explanations</li> </ul>
<b>Success Criteria</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Identify the role key historical documents played in this settlement's government.</li> <li>Compare and contrast historians' interpretations of events using the two texts.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<p><a href="#">Settlements Jigsaw Slides</a></p>
<b>Activities and Resources</b>	<p>Settlements Jigsaw:</p> <ul style="list-style-type: none"> <li>St. Augustine: <a href="#">Library of Congress Website</a>, <a href="#">America's Oldest Colony</a> on Epic, and <a href="#">The Curious World video</a></li> <li>Roanoke: <i>Roanoke</i>: <a href="#">The Lost Colony</a> on Epic, Colossal Mystery's <a href="#">Lost Colony of Roanoke video</a></li> <li>Santa Fe: <a href="#">Santa Fe History video</a>, <a href="#">Santa Fe section (last on page) of National Museum of American History website</a>, and <a href="#">History section of National Geographic Kids website</a></li> <li>Plymouth: <a href="#">PBS Learning Media's Mayflower Compact: The Pilgrims video</a>, Chapter 2: The Mayflower Arrives (pgs. 11-15) of <a href="#">Establishing the American Colonies</a>, and <a href="#">Scholastic News article Struggle to Survive</a></li> </ul>
<b>Suggested Modifications</b>	<p><a href="#">See "Suggested Modifications" document.</a></p>

SOC.6.1.5.HistoryCC.15

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

SOC.6.1.5.HistoryUP.5

Compare and contrast historians' interpretations of important historical ideas, resources

and events.

## **REFLECTIONS**

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**Days 1-3 Reflections:**

**Days 4-9 Reflections:**

**Days 10-15 Reflections:**

**Culminating Project Reflections:**

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R9

Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.