Grade 5 - Unit 2 - European Explorers and Facing Slavery

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **10**
Status: **Published**

Rationale & Transfer Goals

In particular, this unit explores how Native American, African, and European cultures collided in the Americas. It serves to deepen students' understanding of the relationships that exist among world cultures due to exposure to land, trade, and travel.

We will begin the unit by asking why do people move to review prior knowledge to guide understanding about why the Europeans wanted to explore new land and how education and technology were important to their exploration. We will uncover the positive and negative effects of their exploration and how/why it affects cultures and societies by analyzing various perspectives. Meanwhile, students will learn to build empathy and/or their own opinions when recognizing how people should be treated.

At the end of the unit, students will be able to analyze the reasons for European exploration and assess the impact of that exploration on Native Americans and Africans in the Americas.

Students will use their knowledge of African, European, and Native Americans groups up until 1620 along with their literacy skills and 21st century skills to analyze current events in history like recent racial tension in our country and using images of Native Americans in sports teams. The culminating project of this unit will ask students to construct an "If You See Something, Say Something" magazine article/news report/piece of art reporting on something they would like to improve on in their community . Students will support their analysis with evidence from multiple sources.

Targeted Standards

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Interactions of people and events throughout history have shaped the world we experience today.
- Chronological sequencing helps us track events over time.
- Events may be viewed differently based on one's perspective.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Taxes are collected on a variety of goods and services at the local, state, and federal levels.

Essential Questions - What are the questions that will guide critical thinking

about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- Why do people move?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Important Vocabulary

sponsor, expedition, navigation, obstacles, achievements, motive, astrolabe, printing press, gun powder, compass, latitude, longitude, circumnavigate, conquistador, Columbian Exchange, Northwest Passage, Encomienda System, Middle Passage, African Diaspora, immune, dilemma, plantation, slave auction, overseer

Content/Objectives

Content - What students will know

vocabulary: expedition, navigation, obstacles, achievements, motive, astrolabe, printing press, gun powder, compass, latitude, longitude, caravels, conquistadors

details about travel and trade in Europe before and after the Age of Exploration

technology helped to make travel and trade more efficient and dependable

various reasons for exploration

the obstacles and accomplishments of the explorers and conquistadors

Skills - What students will be able to do

- define new words and understand its importance to the unit
- describe travel and trade in Europe prior to the Age of Exploration
- explain how the design of a caravel contributed to the Age of Exploration.
- identify the goals of early European explorers.
- Describe how improvements in technology contributed to exploration.
- compare and contrast motives of explorers
- analyze the obstacles and accomplishments to determine their effects on other people
- interpret information and draw conclusions about visuals using descriptive details
- compare and contrast the routes of explorers to the New World and beyond.
- Describe the Columbian Exchange, and explain the positive and negative effects it has had on the world.

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Unit 2 Benchmark
- exit tickets
- Writing responses with supporting evidence
- making an appropriate text to text, text to self, or text to world connection
- Journal of a European Explorer
- “If You See Something, Say Something” Project

Activities/Strategies - How we teach content and skills

HMH Ed Your Friend in Learning online textbook

- Mag 7 & 8

Active Listening Note taking

- Notes for students to complete

Video on caravels

History Alive! Chapter 8

European Slave Trade in West Africa

Middle Passage

Arrival in America

Beginnings of Slavery in the Americas (hmhsocialstudies.com - Ch. 2, Section 5)

Newsela leveled articles and primary sources

Readworks

Class Discussions

Kahoot Games

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Marginal Notes/“Chunking” a text and annotating a text
- Decoding and identifying the meaning of academic vocabulary
- Identifying main ideas and supporting details
- Constructing various types of writing
- Identifying and writing cause and effect relationships
- Point of View
- Perspective

Instructional Activity

- Practice taking notes with texts that students have background knowledge.
- Think aloud and model how to find and use details to support an answer.
- Student exemplars; teacher model; critique examples as a class, group and/or individual
- Brainpop Videos
- Quizlet, flocabulary, label maps, videos, interactive online games

Spiral Focus from Previous Unit

- Identifying text features in nonfiction text/navigating through nonfiction text(4th grade ELA)
- Locating the central idea in a large section of text (4th grade ELA)
- Finding the meaning of unknown words (previous grades)
- finding and using supporting details to back up an answer (previous grades)
- Creating an introduction, body, closing with transitions that keep a reader’s attention (previous grades)
- Geography (3rd/4th grade social studies)

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

- Unit required creativity when constructing various pieces of writing like diary entries, cause and effect paragraphs, and compare and contrast paragraphs.

9.4.5.CI.2: Investigate a persistent local or global issue and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

- Unit requires collaboration throughout the activities of this unit. Partner/group students randomly, by ability, by mixed ability, and student choice throughout the unit.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- Students will communicate with their classmates throughout the unit especially to show evidence of their learning and understanding.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

- This unit requires thinking critically while throughout the activities and assessments to analyze the impact of these three worlds colliding.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

- The culminating project assesses creativity, communication, collaboration, and critical thinking.

Key Resources

HMH Ed Online Textbook

Brainpop (username: lindentree password: lions)

Blank maps of the world and the United States

ISN - Interactive Student Notebook Rubric:

Graphic Organizers

ABC graphic organizer for brainstorming or summarizing
https://docs.google.com/document/d/1OntchjlixkHve1lYMVcD-ou6M4kRCjoWpwL9YJcw1Bo/edit

Compare and Contrast Graphic Organizer - Big H
https://docs.google.com/document/d/1xpUxaJySS4fG0CAX7Cj645AAtPezNQFlfKX4mLpbqi0/edit

Newsela

Readworks

Flocabulary

Age of Exploration Activities/Materials

Interdisciplinary Connections - How does this content impact the following groups

ELA -

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.5.5. 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.

- Cause and Effect, Main Idea and Details, Supporting opinions with evidence, Point of View, Perspective

Math -

5.NBT.B.5 Fluently multiply multi-digit whole numbers and with decimals to the standard algorithm.

- Calculate the speed of caravels
    - The top speed of caravels in the 1400s was about 9 miles per hour. Have students use this speed to determine the maximum distance, in miles, a caravel could sail in 24 hours. 9 miles per hour x 24 hours = 216 miles

Science -

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Health -

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

- Discuss how viruses and bacteria affect the immune system and impact health

Economics -

6.1.4.C.4. Describe how supply and demand influence price and output of products.

- Discuss supply and demand

Art -

1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences

- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- Dance and music was a cultural element for African-Americans.

Intersections of History

Black: The African Diaspora in the United States

Hispanic: Spanish claims on land influence the language in the area today.

Women: Read aloud: Maria de Estrada: Gypsy Conquistadora by Gloria Duran

LGBTQ: