

P.Cert.Gr. 5 Unit 4- How and Why Europeans Came to the new World

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Students learn how and why explorers set out for the New World in the late 1400s and in the 1500s. In the Preview, students list tools they would use to plan and take a family trip and the problems they might experience without these tools. In a Social Studies Skill Builder, pairs take on the role of underwater archaeologists to examine objects from an explorer's ship. After reading about the objects, students categorize them as navigation tools, motives for exploration, or new products from the Americas. In Reading Further, students improvise act-it-outs to bring to life four key events of that time. In the Processing activity, students write an entry in an exploration log.

Enduring Understandings

There were many political, religious and family reasons for Europeans to leave their homes and travel to the new world.

These travels were difficult and challenging.

Essential Questions

Why did settlers leave their homes in Europe and travel to the new world to make a new life?

What challenges did they face in making this difficult decision?

Instructional Strategies & Learning Activities

- Make connections between exploration in the 1400s and 1500s and exploration today.

Social Studies Vocabulary

New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas,

cash crop, nation-state

Day 1 -----Preview

Mat.: interactive notebook packet

Proc.:

1 Connecting to Prior Knowledge: Help students understand the risks that European explorers took when sailing to and traveling in the Americas during the late 1400s and 1500s and why they went despite the dangers.

2 Developing Vocabulary: Introduce key social studies terms—*New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas, cash crop, and nation-state*.

- Discuss each term before beginning the activity, using methods described in *Solutions for Effective Instruction*.
- Review each term again with students as it appears in the activity reading, and encourage them to use it in their writing.

Assess: preview sheet

Day 2 _____ 3 Building Background Knowledge: Have students consider where people today could travel to explore the unknown.

Mat.: Transparency 4A

Proc.:

Day 3 _____ Social Studies Skill Builder

Mat.: transparency 4B, CD track 1, placards 4A – 4H

Suggested time: 45 minutes: Steps 1-8

Assess: interactive notebook answers

Day 4 _____ Reading Further: Changes in Europe Spur Exploration

Suggested time: 35 minutes

Mat.: transparency 4C

Proc.:

1 In the presentation project: *Changes in Europe, 1400s–1500s*.

Assess: sentences in notebook

Day 5 _____ Processing

Suggested time: 20 minutes

Have students complete the Processing 4 in their Interactive Student Notebooks.

Assess: completed log

Day 6 _____

Review for chapter 4 test by using game in presentation or study guide

Assess: answers

Day 7 _____

Mat.: chapter 4 test

Proc.: administer test

Assess: test

Integration of 21st Century Themes and Skills

Students meet these standards through collaborating with peers and researching with peers.

Students will explore the career of an underwater archeologist.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.

Technology Integration

Students use technology to see what was brought to the new world.

TECH.8.1.5.A.CS1

Understand and use technology systems

TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

Interdisciplinary Connections

Students need to use their language arts and technology skills.

LA.5.CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

LA.5.CCSS.ELA-Literacy.CCRA.R.1

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

LA.5.CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.5.CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

• **Definitions of Differentiation Components:**

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Tiered worksheet for students needing assistance.

Enrichment opportunities to explore concepts further, such as finding additional examples of concepts covered in the unit, adding illustrations, etc.

Mixed ability grouping to assist students needing support.

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Formative Assessments

See imbedded in lesson plan

Summative Assessments

See imbedded in lesson plan

Instructional Materials

See imbedded in lesson plan

Standards

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.B.2.b

Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.