

Obs. Routes of Exploration in the New World

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **2-3 Weeks**
Status: **Obsolete**

Unit Overview

Students learn about European explorers who claimed land in North America from the late 1400s through the 1600s. In the Preview, students discuss life situations in which people have different views of a single experience. Students relate these ideas to the views of American Indians and European explorers in the Age of Exploration. In a Social Studies Skill Builder, students use an illustrated matrix to organize information about each explorer. They then play a game in which they answer questions about the explorers. In Reading Further, students discuss the role that ships played in New World exploration, and write news reports on the struggle between France and Spain over Florida. In the Processing activity, students use a map of North America to trace and label the routes of the explorers. Students then rank each explorer's impact on history.

Objectives

Social Studies

- Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the New World.
- Trace and label explorers' routes and identify the motives for the explorations of eight early European explorers.
- Predict the level of impact eight early European explorers had on North American history.

Enduring Understandings

The experiences of the New World exploration were affected by struggles in the relationship between countries, interactions with the native people.

Essential Questions

What was it like to explore the New World and what factors affected their success?

Instructional Strategies & Learning Activities

1 Connecting to Prior Knowledge: Help students understand how people can feel differently about an action or event, depending on how it affects them.

- Have students think of situations in which people react differently to the

same event. For example, two fans may watch the same sporting event. Fan A's team wins and Fan B's team loses. What might each fan say about the game?

- Place students in pairs and have them complete Preview in their Interactive Student Notebooks. Have a few pairs share their responses with the class.

- Tell students that between the 1400s and the 1600s, many Europeans believed that they could claim land in the Americas by being the first to send explorers into an area. Explain that when explorers claimed this land, they cared little about the American Indians who already lived there. Discuss with students the differences in how the American Indians and the explorers might have viewed the arrival of Europeans in the Americas.

2 Developing Vocabulary: Introduce key social studies terms—conquistador, Northwest Passage, contagious disease, East Indies, and colony.

- 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.

3 Building Background Knowledge: Have students consider what they know about the first European explorers to cross the Atlantic in the late 1400s and in the 1500s.

- Encourage students to share what they have read and learned about this time in our country's history. Help students brainstorm by asking these questions: What European countries do you think the early explorers came from? What languages did they speak? How did they get here? What dangers did they face? Why did they come? After some discussion, tell students that in this lesson, they will find out about some of the first European explorers in the New World.

- In the presentation project: Comparing New World Explorers. Have students examine the matrix. Ask these questions: What type of information is found in the first column? What type of information is found in the top row? Why might this matrix be a useful tool for recording information about European explorers? Tell students

that they will use this graphic organizer to record information about eight Europeans who explored parts of North America.

- Have students read Section 1 in the Student Text.

Social Studies Skill Builder

Suggested time: 45 minutes: Steps 1-6; 30 minutes: Steps 7-11

Phase 1: Identifying and Organizing Information

1 Prepare the activity materials before class.

- Make two copies of each of the seven pages of Information Master: Matrix Headings. Cut them along the dashed lines. Use these headings to create two wall-size matrices at the front of the classroom. Arrange them like the matrix in Section 1 of the Student Text. Each matrix should have the explorers' names (Christopher Columbus, John Cabot, etc.) along the top, and the categories (Personal Background, Sponsor, etc.) along the left-hand side. (Note: Two wall matrices are needed for this activity because two pairs of students will be preparing information on each of the eight explorers.)

- In the presentation review the Student Handout: Illustrated Facts About European Explorers. Make one paper copy per student pair and two paper copies for yourself.

- Complete both of your copies using Guide to Reading Notes as your answer key.

2 Introduce students to the activity. Place students in mixed-ability pairs. Tell them that they will look for information in the Student Text about early European explorers in North America. Next, they will use pictures to represent the facts they find. Then they will post their work on a wall matrix for a game the class will play.

3 Have students read Section 2 in the Student Text. Tell them to be ready to discuss the explorations of Christopher Columbus.

4 Model for students how to complete Student Handout 5. Before distributing the handout, model how to

complete the wall matrix. Use “Christopher Columbus” as an example.

- In the presentation project the Student Handout. Point out details in Section 2 that correspond to the categories on the handout.

- The presentation will model how to record the facts on the Student Handout. For example, for “Personal Background,” color the figure of the sailor. For “Sponsor,” color in Spain. (Note: Point out the inset of the political map of Europe on the world political map at the back of the Student Text. Tell students to refer to this map as needed to find the locations of the sponsor nations.) Model how to record the answer in all six categories. Use Guide to Reading Notes as your answer key.

- Cut apart your completed copies of the Student Handout and post the Columbus information on the wall matrices. Your filled in matrix row for Columbus will serve as a reference for students.

5 Have each pair identify key facts about one explorer. Assign each pair one of the seven explorers discussed in Sections 3 through 9. Pass out one copy of Student Handout to each pair. Have them write the name of their explorer in the space on the first page of the handout. Tell pairs to read the section in the Student Text that describes their explorer and to then complete the handout. (Note: To complete both wall matrices, you will need

28 students. Adjust accordingly for your class size) As students work, walk around the room, using Guide to Reading Notes to check for accurate work.

6 Have students post their work. Once pairs have completed Student Handout, have them cut their pages apart along the dashed lines. Next, have them neatly post their work in the correct spaces on one of the two wall matrices.

Phase 2: Analyzing Information

7 Randomly separate students into two equally sized teams. Have students rearrange their desks as shown to the right. Introduce the rules of the game. Tell students that they will play a game using the matrices they have created. Review these rules for the game:

8 Introduce the rules of the game. Tell students that they will play a game using the matrices they have created. Review these rules for the game:

- Students must answer your questions about the eight explorers by providing the correct historical information and identifying the cell or cells in the matrix that contain(s) that information.
- After you have asked each question, both teams will have one minute to huddle in front of their matrix and discuss possible answers.
- After one minute, teams must return to their seats. Then you will randomly ask one student to answer the question for his or her team.
- If a student answers correctly, the team earns a point. You will ask the next question to the opposing team.
- If a student answers incorrectly, a randomly selected member of the opposing team will be allowed to answer the question. If that student answers correctly, that team earns a point and is asked the next question.
- If no one answers the question correctly, you will reveal the correct answer, and neither team receives a point.

(Note: You may wish to modify these rules to meet the needs of your class.)

9 Conduct the game. Ask students the following questions, in the order listed:

1. Who was the first to claim land in North America? (Christopher Columbus)
2. What was the least common occupation of the explorers? (soldier and merchant)
3. Which European country sponsored the most explorers? (Spain)
4. Who was the last to claim land in North America? (Robert de La Salle)
5. Who claimed Florida for his European sponsor? (Juan Ponce de León)
6. What was the most common motive for explorers? (claiming riches and land)
7. Which three explorers most mistreated the American Indians? (Juan Ponce de León, Hernán Cortés, Francisco Coronado, Christopher Columbus)
8. What was the most common impact that explorers had in the New World?(providing information for new maps)
9. Which explorer established England’s first claim in North America? (John Cabot)

10. Which explorer sailed for Holland, or the Netherlands? (Henry Hudson)

10. Debrief the activity. Hold a class discussion centering on these questions:

- What did you learn about European explorers that you did not know before?
- How did the matrix help you answer questions during the game?
- In what ways are these eight explorers similar?
- In what ways are these eight explorers different?
- Which of the explorers do you think had the greatest impact on history? Why?
- Are there ways in which the actions of these explorers continue to affect our lives today? Explain.

11 Have students turn to Reading Notes in their Interactive Student Notebooks. Have students read Sections 2 through 9 in the Student Text. After they read each section, they should complete the column in their

Reading Notes on that explorer. Use Guide to Reading Notes to evaluate their work.

Reading Further: Who Wins Florida?

Suggested time: 35 minutes

1 In the presentation project: Spanish Galleon. Ask the following visual discovery questions to help students examine the cross-section of a Spanish galleon and determine its importance:

- What do you see?
- Which features of the ship do you think helped it sail? Which features helped protect it?
- In what ways do you think ships were important in the 1500s and 1600s?

2 Explain to students that they are looking at a cross-section of a Spanish galleon. Point out that they are looking into the inside of the ship, as though the side has been cut away. Tell students that Europeans first built

these large wooden ships in the 1400s and 1500s. Galleons were more than 100 feet long and about 30 feet wide. They could carry over 200 people and lots of cargo. Point out the masts, each with several sails.

Galleons

were faster than earlier ships, many of which were powered by men rowing. Point out the guns and cannons for

defense. Explain that nations used galleons for war, for trading voyages, and for transporting treasure from the New World.

3 Have students read the Reading Further in the Student Text. Discuss the role of ships in the events described.

4 Have students complete the Reading Further in their Interactive Student Notebooks. Ask volunteers to share their news reports, imitating the style of television reporters.

Processing

Suggested time: 25 minutes

1 Have students turn to Processing in their Interactive Student Notebooks.

2 Have students use a map to trace and label the routes of the eight explorers. Explain that they will use the map scale to answer questions about the routes.

Answers:

1.Christopher Columbus

2.John Cabot

3.Juan Ponce de Leon

4.Hernán Cortés

5.Jacques Cartier

6.Francisco Vásquez de Coronado

7.Henry Hudson

8.Robert de La Salle

1.Route 4 Hernán Cortés

2.Route 2 John Cabot and Route 5 Jacques Cartier

3 Have students use information they have read to make predictions. Ask them to determine how much of an impact they think each explorer had on history, ranking his contributions from least to most. Students

should
be able to justify their predictions and rankings.

Integration of 21st Century Themes and Career Exploration

Students bring in their language arts and technology skills to analyze, research, publish, and create.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Technology Integration

Students will interact with the unit through the Smartboard, document camera and chromebooks.l

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Interdisciplinary Connections

Language Arts

- Write a news report on a historical event. (writing)

LA.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.
LA.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.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s),

LA.W.5.1.C	quote directly from text when appropriate.
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.

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:

Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.

- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Use discussion to promote collaboration among students
- Adjust instruction based on formative tasks/assessments

Modifications & Accommodations

IEP and 5d04 accommodations will be utilized.

Benchmark Assessments

Tests and technology skills

Formative Assessments

Teacher Observations

Assessments listed above

Summative Assessments

Chapter test

Instructional Materials

TCI textbook

Materials listed above for activities

Standards

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.

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.