Unit 2 - Cultures Meet

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **December**
Length: **approx 12 weeks**
Status: **Published**

NCS 5th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 3 - Europeans in the late 1400's sailed across the Atlantic Ocean, explored and claimed land in the Americas

Chapter 4 - The settlers of the first colonies the Europeans built in North America faced hardships and conflicts

Enduring Understanding

Columbus' journey initiated the exchange of people, ideas, plants, animals and diseases between the Americas, Europe and Africa

Events and changes in technology helped set the stage for European exploration

Explorers had different motives and had to overcome many hardships to reach their destinations

The increased demand for workers in the Americas led to the enslavement of Native Americans and Africans

Essential Questions

Why does a person choose to explore the unknown?

How would our country be different if no immigrants had been allowed to enter?

How can new information change our viewpoint of past events?

Why were human beings considered to be property?

Skills

Use primary and secondary sources to analyze past events

Identify parts of a map

Compare different versions of the same event

Engage in discussion attempting to clarify and resolve an issue

Compare interests and values of various people

Analyze informational text

Respond to open-ended questions

Learning Targets include but not limited to:

Essential vocabulary terms

Significant events during the Age of European Exploration

Conditions in Europe and changes in technology served as a catalyst for exploration during the 15th and 16th centuries

Advantages & disadvantages of cultural interaction

Resources are used to produce goods and services

People must give something up when making a choice

Activities include but not limited to:

Make a map illustrating the Columbian exchange and explain the benefits to consumers and producers

Answer open-ended questions and support a position

Cooperative learning groups

Discuss and analyze how geography affected the transfer of goods across the Atlantic Ocean

Read articles, analyze and respond to questions

DBQ's - Columbus, John White, Mayflower Compact

Create a booklet or presentation to tell the story of one early settlement - Jamestown, Plymouth or Roanoke

Standards

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.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.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.
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
SOC.6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.

Assessments

DBQ's

Performance Tasks

Chapter and Unit Quizzes and Tests

Assignments, Activities, Homework (if applicable)

Map Skills

Student Participation

Resources/Instructional Materials

Technology - Google Classroom, Google Slides, Google Images, Google Docs, Kahoot, BrainPop, Powtoon, Socrative Space Races, Google videos...

Harcourt Text

United Streaming

CNN

YouTube

Junior Scholastic

Worksheets

Art Supplies

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.