Unit #2: EXPLORATION & CONFLICT

**Overview**

This unit will discuss interactions of American Indians and European explorers. Students will analyze the cause and effect relationships of the settlement of North America. Students will discuss the differing views of European and First Nations peoples.

**Essential Questions**

- What were the choices and consequences of exploration?
- What were the perceived rights of the explorers and how did they impact the rights of the American Indians?
- How did beliefs of American Indians contrast with those of Europeans?
- What consequences were brought upon the people and land of North America by European exploration and settlement?
- How did early European settlements differ from each other?

**Skills/Content**

**Skills:**

- Ask historical questions.
- Ask economic questions.
- Discuss why individuals and groups might have different perspectives.
- Identify beliefs, experiences, perspectives, and values.
- Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.
- Analyze geographic information to seek patterns, relationships, make predictions, make inferences, draw conclusions, etc.
- Identify core civic virtues and democratic principles that guide societies.
- Identify beliefs, experiences, perspectives, and values.
- Explain the relationships between two or more individuals, events, ideas, or concepts in text.

**Learning Targets:**

- I can investigate the challenges that early explorers faced and how those choices continue to impact our lives today and potentially future generations.
- I can evaluate the rights and responsibilities of American Indians and early Europeans.
- I can distinguish between the American Indians and early Europeans.
- I can explain the impact of European exploration then and now.
- I can compare and contrast a variety of European settlements.
Blue Valley Social Studies

Grade: 5  
Unit: 2

Lesson Title: Differing beliefs of Native Americans and Early Europeans

Learning Target: I can explain how beliefs of the American Indians contrasted with early Europeans

Materials Needed: LEAD 21 Unit 3 differentiated reader

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<th>Instructional Activity</th>
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<tr>
<td><strong>engage</strong></td>
<td>Provide students with copies of photographs depicting native American and European settlers. Have them work with partners to record observations of similarities and differences. Come together and share observations with the whole group. (Sample pictures are attached) - Unit 2 Resources Folder</td>
</tr>
<tr>
<td><strong>explore</strong></td>
<td>Read the Unit 3 Lead 21 differentiated readers (selection 1) and/or chapter 3 in History Alive to learn more about specific Native American tribes and their relationship with the Europeans. (Iroquois Confederacy, Blackfoot, and Cherokee tribes) As you are reading, take notes (fill out the graphic organizer) that focuses on the differences between the way of life of Native Americans and Europeans in different regions of the United States. Specifically focus on religious or cultural artifacts, foods, homes, government, way of life (nomadic vs. settled), clothing, weapons...</td>
</tr>
<tr>
<td><strong>explain</strong></td>
<td>Using evidence from the research, lead students to discover how geography plays a part in a group's culture, the homes they build, the foods they eat...aka..their way of life.</td>
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</tbody>
</table>
| **elaborate**           | Use the information gathered and the graphic organizer to answer the following question.  
What were the similarities and differences recognized between the beliefs of American Indians and early Europeans? |
| **evaluate**            | Teacher evaluates students work in groups and the evidence gathered. |

3.29.2016
Lesson Title: Challenges of Early Explorers

Learning Target: I can investigate the challenges that early explorers faced.

Materials Needed:
- History Alive Book
- Computer
- Note catcher for oral presentations

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<tr>
<td>Ask students:</td>
<td>What are some positive experiences that may occur if you were to move to a new place?</td>
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<tr>
<td></td>
<td>What are some of the challenges that you may face?</td>
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<td></td>
<td>What comparisons can you make with yourself and early explorers? What may have they experienced that was challenging?</td>
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<tr>
<td>Chart student responses</td>
<td>on an anchor chart to refer to at the end of the lesson.</td>
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<tr>
<td>Show Video:</td>
<td><a href="https://www.youtube.com/watch?v=DjWg3RgOxBa">https://www.youtube.com/watch?v=DjWg3RgOxBa</a></td>
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</table>

Essential Question:  
- What obstacles were present in early exploration?  
  Students will... (Jigsaw Information)
- break into groups to become experts on an assortment of explorers and their experience into the new world. They will annotate the text, looking to answer the essential question.
  - Christopher Columbus
  - John Cabot
  - Juan Ponce de Leon
  - Hernan Cortes
  - Jacques Cartier
  - Francisco Vasquez de Coronado
  - Henry Hudson
  - Robert de La Salle
- Organize new learning in a way to present to a combined group during the explain portion of the lesson.
(Share learning target)

Share with students that they will be the leaders in sharing the new learning with their peers.

Students will...
- Get into combined groups of explorers to share their learning with each other. Students will have a note catcher to capture what is being orally presented by their peers.

(Share learning target) – debrief

Students will...
- Share new learning of the obstacles faced by early explorers.
- Synthesize the information between the different explorers to summarize the beginning of their journey to America.

Students will write a “letter home” to loved ones sharing their experiences in their early days of exploration.

Assessing for...
- Named obstacles
- How explorer has/will respond to challenges
Blue Valley Social Studies

Grade: 5  
Unit: Early English Settlements

Lesson Title: I can compare and contrast European settlements.

Learning Target: I can compare and contrast European settlements.

Materials Needed: History Alive text, matrix print-off, and computer/smartboard

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<td><strong>engage</strong></td>
<td>Project History Alive page 58. Ask the following questions: 1. What do you see here? 2. How are the people dressed? 3. Where do you think these people came from? 4. What challenges might these people face? <em>See questions at the bottom of page 58 and discuss.</em></td>
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<tr>
<td><strong>explore</strong></td>
<td>Jamestown: <a href="http://www.historyglobe.com/jamestown/">http://www.historyglobe.com/jamestown/</a> (whole group or independently)</td>
</tr>
</tbody>
</table>
| **explain** | Read chapter 6 in History Alive  
Fill in the matrix to compare/contrast settlements, using chapter 6 and discuss. |
| **elaborate** | Roanoke and Plymouth: United Streaming has multiple video options  
Add additional knowledge to the matrix. |
<p>| <strong>evaluate</strong> | Use Venn diagram to compare and contrast the three settlements. |</p>
<table>
<thead>
<tr>
<th>Early Settlements</th>
<th>Roanoke</th>
<th>Jamestown</th>
<th>Plymouth</th>
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</thead>
<tbody>
<tr>
<td>Geography/Climate</td>
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<tr>
<td>Opportunities for settlers</td>
<td></td>
<td></td>
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<tr>
<td>Relationship with local Native Americans</td>
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<td></td>
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<tr>
<td>Challenges faced by the settlement</td>
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Blue Valley Social Studies

Grade: 5th
Unit: 2 (Multiple-day lesson, suggested to use at end of Unit 2)

Lesson Title: Early Explorers Impact

Learning Target: I can evaluate how choices made by the early explorers continue to impact our lives today and potentially future generations.

Materials Needed:
- Paper
- Computer

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|                         | Students will be given slips of paper with different causes/effects that were introduced due to early explorers.  
[• Wealth & Power  
• Religious Aims  
• Renaissance Spirit  
• Technology  
• Geography  
• Trade  
• Slavery  
• Colonization
Ask students...  
• What might all these big ideas represent?  
• What movement led to these big ideas? |
|                         | (Share learning target)  
Students will... (Inquiry based experts)  
[• Inquire about the different impacts of early explorers. They will look broadly (not specifically at a certain explorer) look at how the movement has impacted us today and into future generations.  
• Students will need to find a method of presentation to share with their peers. |
|                         | (Share learning target)  
Students will...  
[• Present new learning to their peers. Sharing the events that led to the impact and how it impacts us today and into the future.  
• Students will annotate from presentations for their individual final products. |
<table>
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<th>Students will...</th>
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<td>• Argue their position in what they believe to have the highest impact on our society and what will prove to be the most important in the future.</td>
</tr>
<tr>
<td>• Students will need to provide evidence for their thinking.</td>
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</table>

| Students will be assessed on their research/presentations, as well as their annotations of new learning. |
Blue Valley Social Studies

Grade: 5
Unit: 2: Exploration and Conflict 1000s – 1600s

Lesson Title: Exploring Explorers

Learning Target: I can compare and contrast the major early European explorers and their impact on Native Americans.

Materials Needed: Computer, YouTube

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| **Engage**              | Students watch *Storytime with Mr. Beat – Exploring America* (9:54) on YouTube. This video gives a brief introduction to each explorer and their purpose in exploration.  
**https://www.youtube.com/watch?v=5kRfdSFnfwY** |
| **Explore**             | Break students into small groups by explorer to research and answer the guiding question.  
Guiding question: Why did early European explorers (Erikson, Columbus, Vespucci, Ponce de Leon, and Magellan) set forth to explore new lands? |
| **Explain**             | Students synthesize their information in order to create a well thought out presentation. |
| **Elaborate**           | Present the information that was researched. Students can present in different formats: PowerPoint, Museum Box, Google Slides, Prezi, Glogster, Webquest, PowToon, etc. |
| **Evaluate**            | Teacher evaluates students’ presentations |

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Blue Valley Social Studies

Grade: 5
Unit: 2: Exploration and Conflict 1000s - 1600s

Lesson Title: Columbus Debate

Learning Target: I can describe the perceived rights of the explorers and how they impacted the rights of the American Indians.

Materials Needed:

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<tr>
<td>Teacher may use the book Columbus Day - Vicki Liestman. The book retells the story of the discovery of America by Christopher Columbus. It attempts to deal with the topic of Columbus' role as an explorer and a conqueror. (This book is available on Google books - a free resource)</td>
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<tr>
<td>Essential Question: How did the early explorers impact indigenous people?</td>
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<tr>
<td>Students research the different viewpoints of explorers and native people in order to form an opinion about the actions and the impact</td>
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<tr>
<td>Students will explain their research and partner up in small groups to discuss their findings.</td>
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<tr>
<td>Students conduct a debate in which the viewpoints of both explorers and Native people are presented and analyzed. (Example: Students think critically about the actions of Christopher Columbus and the impact it had on indigenous people).</td>
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<tr>
<td>Teacher evaluates students ability to conduct a debate representing their side of the argument.</td>
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