

**Stratford Public Schools Social Studies Curriculum
Grade 5 - Unit 1**

<p>Unit Name: European Exploration Est. # of Weeks: 3-4 weeks</p> <p>Synopsis: The students will learn about the reasons for exploration and the explorers who ventured into North America and the impact they made.</p> <p>*Constitution Day is September 17th. Federal law mandates that on this day students learn about the U.S. Constitution.</p>	
STUDENT LEARNING GOALS	
<p>Content-Specific Powered Standards</p> <p><u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</u></p> <p>1.5 Describe the interaction of humans and the environment.</p> <p>1.13 Understand the characteristics of and interactions among culture, social systems and institutions.</p> <p><u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</u></p> <p>2.1 Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images, and printed materials)</p> <p>2.2 Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images, and printed materials)</p> <p>2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.</p> <p>2.5 Create relevant socials Studies materials such as maps, charts, or displays.</p> <p><u>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</u></p> <p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</p>	<p>Interdisciplinary Standards (as appropriate)</p> <hr style="border-top: 1px dashed black;"/> <p>Key Vocabulary environments, artifacts, explorers, explore, exploration, Age of Exploration, routes of exploration, New World, Northwest Passage, contagious diseases, soldier, impacts, motives, colonies, voyage, merchant, slaves, soldier, settlements, missionaries,</p>
<p>Enduring Understandings</p> <p>Throughout history, people have explored for various reasons.</p> <p>Differing sets of ideas, values, personalities and behaviors cause people to explore.</p>	<p>Essential Questions</p> <p>What motivates people to explore?</p> <p>Who were the European explorers that explored North America?</p> <p style="text-align: center;"><i>Christopher Columbus, John Cabot, Juan Ponce de Leon, Hernando Cortez, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson and Robert de La Salle.</i></p>

Exploration can influence existing cultures.

What impacts did the European Explorers have on the New World and the natives who lived there?

Learning Objectives / Grade Level Expectations

Students will:

- Explain how specific individuals and their ideas and beliefs influenced American history. (GLE#1)
- Trace the evolving relationship between England and its American colonies. (GLE#1)
- Compare and contrast the “push” and “pull” factors leading to exploration and Colonial settlement. (GLE#8)
- Compare and contrast the value of using local/regional/thematic maps to identify early settlements in America. (GLE#9)
- Analyze the geographical significance of the location of early American Colonial settlements. (GLE#10)
- Explain connections between environment and European exploration and early European settlement in America. (GLE#11)
- Compare and contrast patterns of settlement in specific areas of the 13 American colonies. (GLE#12)
- Analyze “push” and “pull” factors that contributed to European migration. (GLE#13)

ASSESSMENT PLAN

Summative Assessment(s)

Students may choose from one performance assessment:

1. Design and create a monument to European Explorers. The monument should include human figures or visual representation of the positive and negative impacts of the explorers and a plaque that explains the monument and describes the positive and negative impacts of the explorers.
2. Create a journal entry for three different European explorers. Include details of their background and exploration of the New World.

Formative and Diagnostic Assessment(s)

KWL
Classroom discussions
Student work

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| <ol style="list-style-type: none">3. Create a board game about the European explorers; be sure to include information about their motives, sponsorship, route of exploration, personal background, and impacts. Game pieces, physical board, etc. should reflect exploration or explorers.4. Create a newspaper called the Explorers Gazette. Include student written articles, drawings, maps, etc. to demonstrate students learning of the concepts presented in the unit. | |
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