Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 4: Exploration

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Grade 5

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INTRODUCTORY LESSON  
Follow an Explorer (5-8 Days)

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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Choose a route of an explorer from the lesson. Think about what you would see today if you traveled that route. Find the entire activity on the Web site: <a href="http://www.eduplace.com/ss/wtp/level5/unit2/org.html">http://www.eduplace.com/ss/wtp/level5/unit2/org.html</a></td>
<td>exploits, adventures, explorer</td>
</tr>
<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
<td></td>
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</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**

- A:1

**Information, Technical, and Persuasive Text:**

- A:5
- C:3

**Writing Applications:**

- A:1

**Research:**

- B:2
- C:3
- E:6

**Communication:**

- D:8

**Differentiated Learning**

**Enrichment Activity:**

- You are a sailor on Vasco de Gama's voyage of 1497. Write two different diary entries that express your hopes and fears about the voyage. Ask questions such as: How did you decide to go on this voyage? What did you hope to see or do? Did you have second thoughts when your ship lost sight of land? Why?

**Additional Instruction:**

- Have students draw this diagram in the center of a sheet of paper.

```
< < < < <
The Americas  _____________________________ Europe
< < < < <  
```

Above the top (left facing arrow) have them record names, dates, and other facts they think should remember about early European explorers with the Americas. Beneath the bottom arrow (right facing) have students record key details about the effects of that contact on Europeans. Invite students to compare and comment upon one another's lists.
<table>
<thead>
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<th>Standard: Benchmark: Indicator</th>
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</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Core Activity</td>
<td>component, legend, myths, reliability</td>
</tr>
<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. accuracy of facts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. credentials of the source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History:</td>
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<td></td>
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<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</td>
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<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
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**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- C:7

**Informational, Technical, and Persuasive Text:**
- A:1,5

**Writing Applications:**
- B:5

**Research:**
- B:2
- E:6

**Communication:**
- A:1, 2

**Interdisciplinary Connections**

**Literature**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**
- Have students work in small groups to create a bulletin board display of the Columbian Exchange. One group might prepare an outline map of Europe and the Americas, showing the path of exchanges. Some
groups can research and illustrate specific exchanges of plants, animals, medicines, clothing, and languages. Other groups can prepare a balance sheet that evaluates which groups benefit most from exchangers in particular areas overall.

Additional Instruction:

- Ask students to brainstorm about what they would want to know before setting off on a trip to a place they had never visited before. Ask what feelings they might have about such a trip and what risks might be involved. Then discuss what information they think Columbus had before setting out on his journey, how he might have felt, and what risks he faced.

Have students write a letter to Ferdinand and Isabella explaining why Columbus wants to sail west from Europe, what he hopes to find, and why he feels he is qualified to make the journey. Have volunteers read their letters to the class.

Additional Resources

Supplemental Texts:


Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Explorer Trading Cards (3-5 Days)

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<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>discoveries</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Explorers, YOU have been selected to help design the newest line of trading cards. Your job is to create the first ever Explorer Trading Cards. These cards will look similar to baseball cards, but instead of having batting averages, the cards will have facts about the major discoveries of the explorers. Using the information that is provided below and the other additional sources, you will select the information that will be printed on the cards for everyone to see. Good luck!</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1,6
- C:7

**Informational, Technical, and Persuasive Text:**
- C:3
- F:4

**Research:**
- A:1
- B:2
- C:3

### Differentiated Learning

**Enrichment Activity:**
- Have students examine the identity of Native Americans in the 16th century and record in their journals the effects of Spanish conquests on their way of life and the actions they took to survive. Ask volunteers to share their entries.

**Additional Instruction:**
- Explain the significance of Leif Ericson, Ferdinand and Isabella, Christopher Columbus, Vasco Nunez de Balboa, Ferdinand Magellan
- Describe two effects of Columbus’s voyage
- Identify two European influences on the Americas.

**Additional Resources**

**Supplemental Texts:**

- See the following Web site for a list of books about explorers:

**Informal Assessment**

Clearly marked assessment in the lesson.
### Explorer Project: Spice Up Your Life! (3-5 Days)

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<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity</td>
<td>venture, outlining, spices, logo, brochure, product</td>
</tr>
<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
<td>Interested parties will need to present to their Royal Highnesses a convincing proposal outlining their venture in the New World.</td>
<td></td>
</tr>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</td>
<td>Find the entire activity on the Web site: <a href="http://wwwgen.bham.wednet.edu/exhome.htm">http://wwwgen.bham.wednet.edu/exhome.htm</a></td>
<td></td>
</tr>
<tr>
<td>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1,6

**Writing Processes:**
- A:1,3
- C:5
- F:15
- H:17

**Writing Applications:**
- B:5
- C:3
- D:4
- E

**Research:**
- B:2
- C:3,4
- E:6

**Communication:**
- A:1
Differentiated Learning

Enrichment Activity:

- An Adventure to the New World – [http://score.rims.k12.ca.us/activity/newworld](http://score.rims.k12.ca.us/activity/newworld)

Instructions from the King and Queen

You, as an agent for the King and Queen, are hereby authorized to make a journey to the New World on behalf of our kingdom. All of our rivals are competing for land, trade and wealth. Whoever wins will be the strongest kingdom in Europe. It is imperative that you succeed.

Your mission is to claim all land for the monarchy, locate a new trading route across the ocean, look for the Northwest Passage, and bring back gold, silver, metals, spices, new plants, and any items deemed valuable. You will be provided with a ship, crew, and all the necessary provisions for an extensive journey to the New World. Certain precise requirements must be met if you expect to be rewarded for your achievements. In order to fulfill your contract you will make an Explorer’s Notebook consisting of the attached items. Good luck on your journey and Godspeed.

Additional Instruction:

- Become a Spice Trader – [http://www.learner.org/exhibits/renaissance/spicetrade/](http://www.learner.org/exhibits/renaissance/spicetrad) You are the owner of a large sailing ship. You sail around the world and trade goods with other countries.

Additional Resources

Web Sites:

- An Adventure to the New World – [http://score.rims.k12.ca.us/activity/newworld](http://score.rims.k12.ca.us/activity/newworld)
- The Influence of the Spice Trade on the Age of Discovery - [http://muweb.millersville.edu/~columbus/papers/strass-1.html](http://muweb.millersville.edu/~columbus/papers/strass-1.html)
- The Age of Exploration (from the Mariners Museum) - [http://www.mariner.org/age/menu.html](http://www.mariner.org/age/menu.html)
**Widening Your Horizons (Flexible)**

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<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td><strong>Core Activity</strong>&lt;br&gt;Students investigate the difficulties of exploration and some of the motivations for exploration through a simulation of aliens encountering new lands (Lesson 1) and actual explorers of our past (Lesson 2).&lt;br&gt;&lt;br&gt;Find the lessons at the Web site: [<a href="http://teacher.scholastic.com/grade/grade">http://teacher.scholastic.com/grade/grade</a> s35/jan_unitplan.htm](<a href="http://teacher.scholastic.com/grade/grade">http://teacher.scholastic.com/grade/grade</a> s35/jan_unitplan.htm)</td>
<td>alien, motivation, biography, feudal system, <em>encomienda</em> system, conquistadors</td>
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<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
<td></td>
<td></td>
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<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
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**LANGUAGE ARTS ALIGNMENT**

Reading Process:<br>A1<br>Informational, Technical, and Persuasive Text:<br>C:3<br>Writing Applications:<br>B:5<br>Research:<br>C:3<br>Communication:<br>A:1,2

**Differentiated Learning**

**Enrichment Activity:**
- Ask volunteers to describe what they believe the *encomienda* system is. Have students research and compare the *encomienda* system with feudalism (you may need to review this).
- There are also extension lessons within each lesson on this site.
Additional Instruction:

- Ask students what reasons Spanish explorers and conquistadors had for coming to the Americas. List the reasons on the board as the class discusses them.

- Write “Gold, Glory and God” on the board. Then have volunteers explain what impact each had on the Spanish Explorers and Native Americans in the Americas.

Informal Assessment

Clearly marked assessment with rubric in the lesson.