



Social Studies

5th Grade Instructional Guide

Reflections/Notes on the Unit

Unit 4: Exploration

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History or Mis-story? (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p> <p>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</p> <p style="padding-left: 20px;">a. accuracy of facts;</p> <p style="padding-left: 20px;">b. credentials of the source.</p> <p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</p> <p>3. Explain why European countries explored and colonized North America.</p>	<p>Core Activity</p> <p>Students explore some of our country's "founding myths" and legends. Is the story true or false?</p> <p>Find the entire lesson on the Web site: http://www.pbs.org/wnet/newyork/laic/lessons/e1_t5-lp.html</p> <p>NOTE: To find the Web pages for Episode 1 that the lesson refers to, follow these steps from the lesson plan Web site:</p> <ol style="list-style-type: none"> 1.) Click on the link to the homepage (it's at the top left corner where it says "Learning Adventures in Citizenship"). 2.) From the homepage click on "Exploring the Learning Adventures." 3.) Use either the link in the picture that says "Episode 1 1609-1825" or the link under the pictures that says "Episode 1." 4.) Click on topic 5 (it's the top book shelf or the link at the bottom that says "Topic 5"). 	<p>component, legend, myths, reliability</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 C:7</p> <p>Informational, Technical, and Persuasive Text: A:1,5</p> <p>Writing Applications: B:5</p> <p>Research: B:2 E:6</p> <p>Communication: A:1, 2</p>	<p>Interdisciplinary Connections</p> <p>Literature</p> <p>Language Arts</p>	
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> • 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:

- Shenkman, Richard. *Legends, Lies and Cherished Myths of American*. HarperCollins, 1988.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Book Got Wrong*. The New Press, 1995.
- Davis, Kenneth C. *Don't Know Much About History*. Avon Books, 1995.

Informal Assessment

Teachers can create their own assessments based on the lesson content



Explorer Trading Cards (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use a variety of sources to organize information and draw inferences:</p> <p>6. Draw inferences from relevant information.</p>	<p>Core Activity</p> <p>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!</p> <p>Find the entire activity on the Web site: http://curry.edschool.virginia.edu/go/edis771/fall98webquests/student/skristinsmith/introex.htm</p>	<p>discoveries</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6 C:7</p> <p>Informational, Technical, and Persuasive Text: C:3 F:4</p> <p>Research: A:1 B:2 C:3</p>	<p>Interdisciplinary Connections</p> <p>Language Arts</p>	

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:
<http://curry.edschool.virginia.edu/go/edis771/fall98webquests/student/skristinsmith/books.htm>

Informal Assessment

Clearly marked assessment in the lesson.



Explorer Project: Spice Up Your Life! (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>Economics:</p> <p>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</p> <p>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.</p>	<p>Core Activity</p> <p>Interested parties will need to present to their Royal Highnesses a convincing proposal outlining their venture in the New World.</p> <p>Find the entire activity on the Web site: http://www.gen.bham.wednet.edu/exhome.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>venture, outlining, spices, logo, brochure, product</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6</p> <p>Writing Processes: A:1,3 C:5 F:15 H:17</p> <p>Writing Applications: B:5 C:3 D:4 E</p> <p>Research: B:2 C:3,4 E:6</p> <p>Communication: A:1</p>		

Differentiated Learning

Enrichment Activity:

- An Adventure to the New World – <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/> 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>
- Become a Spice Trader – <http://www.learner.org/exhibits/renaissance/spicetrade/>
- The Influence of the Spice Trade on the Age of Discovery - <http://muweb.millersville.edu/~columbus/papers/strass-1.html>
- The Age of Exploration (from the Mariners Museum) - <http://www.mariner.org/age/menu.html>



Widening Your Horizons (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization, and conflict.</p> <p>3. Explain why European countries explored and colonized North America.</p> <p>People in Societies:</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>	<p>Core Activity</p> <p>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).</p> <p>Find the lessons at the Web site: http://teacher.scholastic.com/grade/grade_s35/jan_unitplan.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>alien, motivation, biography, feudal system, <i>encomienda</i> system, conquistadors</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A1</p> <p>Informational, Technical, and Persuasive Text: C:3</p> <p>Writing Applications: B:5</p> <p>Research: C:3</p> <p>Communication: A:1,2</p>		

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.