

Unit of Study:
Colonization of the United States
In Search of New Land and Opportunities.

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 5

Grade 5 Colonization of the United States Week at a Glance

Week	Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	Early European Colonization (1a, 1b)	Nonfiction	Supercharged Essay - Expository Writing	Revise Word Choice & Transitions
2	Early Government (14a, 14b)			Insert Detail to Clarify Ideas
3	Economic Patterns (10a, 10b, 11a)		Prompt-Based Essays	Compound Sentences with Conjunctions & Run-on Sentences
4	Adaptations & Modification (8a, 9a, 9b)			Capitalization & Punctuation Review

GENERAL INFORMATION ABOUT UNIT

- ★ The lessons in this unit are geared toward the 5th grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.**
- ★ Please refer to **Dates of Remembrance** document in iXplore.
- ★ Vocabulary & current events resources are located in iXplore in INSS Resources.
- ★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.
- ★ In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color-coded.
- ★ You can access Journey's materials through the [Think Central](#) website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.
- ★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. <http://www.brainpop.com/educators/home/>
- ★ If you have a Discovery Education account, you will need to sign-in before viewing the video clips listed as resources.
- ★ Great site for assessment rubrics. There is a free teacher account available. <http://www.rcampus.com/rubricshellc.cfm?mode=gallery>
- ★ In order to expose students to information about historic figures in this unit, you might consider doing a "Spotlight Person of the Day"

Grade 5 - Integrated Social Studies Curriculum

Unit # 3: Colonization of United States

Unit Length: 4 Weeks

Conceptual Lens: Change and Adaptation

- Social Studies TEKS:**
- 5.1(A) Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.
 - 5.1(B) Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.
 - 5.8(A)
 - 5.9(A) Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.
 - 5.9(B) Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.
 - 5.10(A) Explain the economic patterns of early European colonists.
 - 5.10(B) Identify major industries of colonial America
 - 5.11(A) Describe the development of the free enterprise system in colonial America
 - 5.14(A) Identify and compare the systems of government of early European colonists, including representative government and monarchy.
 - 5.14(B) Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
 - 5.22(A) Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.
 - 5.22(B) Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
 - 5.24(C) Organize and interpret information in visuals including charts and timelines.
 - 5.25(D) Create written and visual material such as journal entries, reports, and graphic organizers.

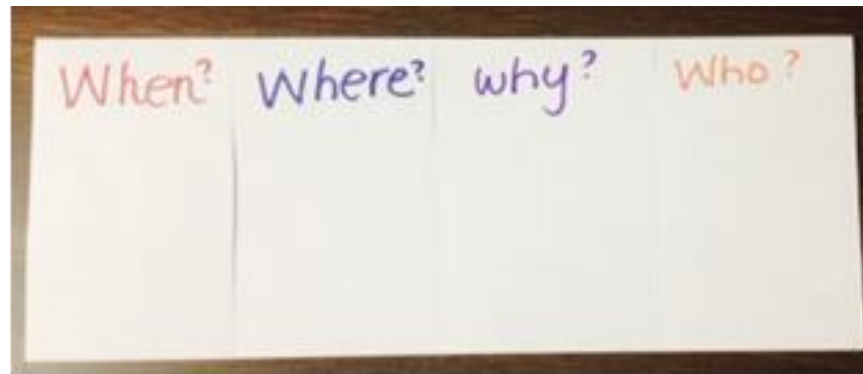
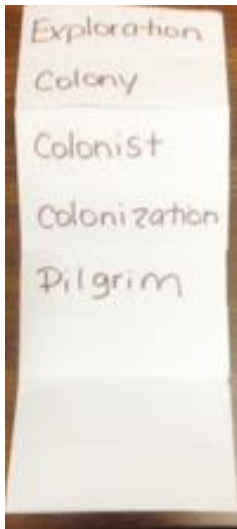
Literature Selections: Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. Please refer to Appendix A for suggested literature.

Early European Colonization Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>People explore and colonize new geographic regions for different reasons and needs.</p> <ul style="list-style-type: none">• The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine.• The student understands that certain colonial leaders are responsible for the building of American colonies.	<ul style="list-style-type: none">• What does the term “colony” mean?• What is colonization?• Where did the new colonists come from? (France, Spain, Holland, England)• When did European colonists come to North America?• Why did the colonists come to North America?• What were the accomplishments of significant colonial leaders?<ul style="list-style-type: none">○ William Bradford○ Anne Hutchinson○ William Penn○ John Smith○ Roger Williams○ James Oglethorpe (optional) - English leader who founded the colony of Georgia as a place where debtors from England could begin new lives.○ George Calvert (optional)
Students will . . .	
<ul style="list-style-type: none">• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions.• understand key vocabulary concepts• use primary and secondary sources• <u>explain</u> when, where, and why groups of people explored, colonized, and settled in the United States using secondary resources and content frames.• <u>describe</u> the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams using biographical information.	

Instructional Resources: Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> Horizons Chapter 4: pp. 143-156: European Settlements pp.156-159: English in the Americas, (the lost colony) pp.161-164: Jamestown Colony pp. 166-170: Plymouth Colony pp. 182-185: <i>Stranded at Plimoth Plantation</i>, Gary Bowen (can be used for independent reading) pp. 194-195: Rodger Williams pp 195-196: Anne Hutchinson pp. 211: Dutch & Swedish Colonies Appendix B – Early Colonization Content Frame, Foldable 5th Grade Biographies (iXplore) 	<ul style="list-style-type: none"> Students can either use the content frame in Appendix B or create a 4-flap foldable to take notes. See Appendix C for teacher notes. 	<ul style="list-style-type: none"> Written and oral participation of guiding questions Early Colonization Content Frame Foldable Activity Writing activity: Interview 	<ul style="list-style-type: none"> Jamestown Online Adventure The Age of Exploration – interactive website for explorers Early North American Colonies – interactive matching site On the Trail of John Smith Colonial Writing Activities America's Story – great timeline source for American history History of the New England Colonies Timeline Colonial America Primary Source Documents



These two foldables can be placed in the student's ISN or pasted back to back to form a booklet.

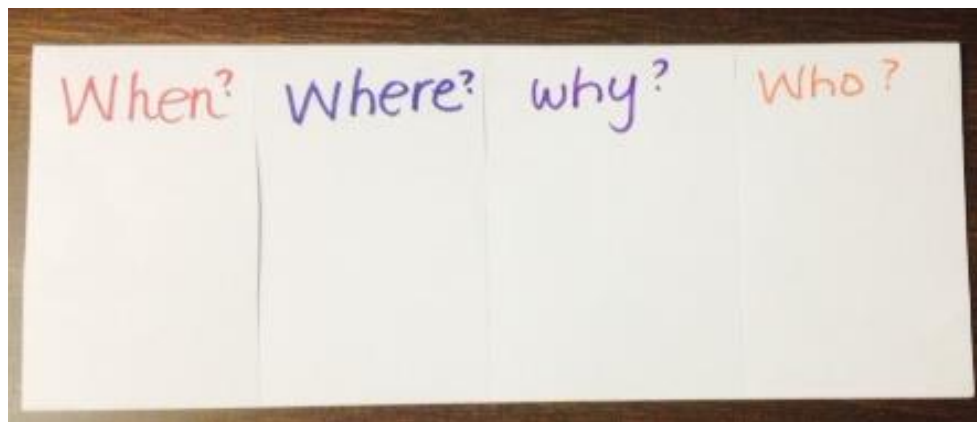
Early European Colonization Pacing Guide: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud			Current Events
<ul style="list-style-type: none"> Students can create an 8-tab foldable to use for vocabulary activities. <i>Instructions: Fold a piece of paper hot dog style, fold hamburger style 2x, use the lines to cut 8 strips, write the following words on the strips.</i> ✍ Exploration - to make a careful search for something by traveling to different places ✍ Colony – a land ruled by another country ✍ Colonists – people who go and live in a colony ✍ Colonization – when one or more groups of people settle in an area, the process by which one nation establishes its presence in another region of the world ✍ Pilgrim – anyone seeking religious freedom <p>Teachers can pick and choose which terms to use with their students.</p>	<ul style="list-style-type: none"> Before the lesson, have student create the content frame or the 4-tab foldable found in Appendix B. Explain they will be discussing the reason why people explored and colonized the New World, when and where these events happened, and who was responsible for some of the first colonies in America. <p>Day 1: Why</p> <ul style="list-style-type: none"> Brainstorm a list of reasons why people would want to move from one place to another. Use the “why section” of the teacher’s notes in Appendix C as a read aloud as to the major reasons why countries wanted to start colonies and why people wanted to move there. As you read, focus on vocabulary and guiding questions. Did the student’s predictions match up? <p>Day 2: Where / When</p> <ul style="list-style-type: none"> Use the “where section” of the teacher’s notes in Appendix C as a read aloud as to the locations of the first major settlements and what country was responsible for them. As you read, focus on vocabulary and guiding questions. Have students identify the location on a map. <p>Day 3: Who</p> <ul style="list-style-type: none"> Using a copy of the 5th Grade Biographies found on iXplore, make copies of the biographies for the historic figures mentioned in the Guiding Questions. Textbook pages listed in the Teacher Materials section can be used as well. Divide the student up into 7 groups and assign each group a colonial leader. Have the students read the information and determine the reason why the colony was created. Have them record those findings in the content frame. <p>Enrichment: Students can create a timeline of the settlements</p>			<p>Option 1 Have students develop an advertisement poster using information from the teacher’s presentation about why people colonized the United States. This advertisement could include any combination of factors and should try to entice people to join the colonization efforts.</p> <p>Option 2 Tell students that they should imagine themselves as colonists who came to the colonies in search of religious freedom. Have them write a letter back home telling how their lives have changed since their arrival. These letters should try to convince family members to join them in the colonies.</p> <p>Option 3 Write a letter or an entry into a diary as if you were sailing to a new home in the American colonies. What are you feeling? What do you miss? What are you eating/wearing? What do you hope your new home is like?</p> <p>Option 4 Imagine you are a reporter and you have traveled to the colonies to interview one of these leaders. What would you ask them? Come up with 5 questions. How do you think your person would answer? Why?</p>

Topic	Suggested Literature for Read Aloud
<p data-bbox="126 310 321 386">European Colonization</p> <p data-bbox="133 428 315 504">Types of Settlements</p> <p data-bbox="126 546 321 621">Early Government</p>	<ul data-bbox="381 142 1495 785" style="list-style-type: none"> <li data-bbox="381 142 1495 218">• Dear America Series – <i>A Journey to the New World: the Diary of Remember Patience Whipple</i>, Kathryn Lasky <li data-bbox="381 222 1495 298">• Dear America Series - Our Strange New Land: Elizabeth's Diary Jamestown, Virginia, 1609 by Patricia Hermes <li data-bbox="381 302 1495 378">• Magic Tree House: Pilgrims, Mary Pope Osborne (read the book on Google Docs) <li data-bbox="381 382 932 420">• Sarah Morton's Day by Kate Waters <li data-bbox="381 424 1495 499">• You Wouldn't Want to be an American Colonist: a Settlement You'd Rather Not Start by Jacqueline Morley <li data-bbox="381 504 976 541">• Colonial Life Government, Martin Kelly <li data-bbox="381 546 1122 667">• Time for Kids <i>New Amsterdam</i> (TFK Teachers Guide, p.29) <i>On Shirley Plantation</i> (TFK Teacher's Guide, p. 25) <li data-bbox="381 672 824 785">• Journeys Leveled Reader <i>Fun in Colonial Times</i>, <i>Survival at Plymouth Colony</i>
<p data-bbox="133 940 315 978">Biographies</p>	<ul data-bbox="381 802 1414 1115" style="list-style-type: none"> <li data-bbox="381 802 699 1079">• Picture Books for: William Bradford Anne Hutchinson William Penn John Smith John Wise Roger Williams <li data-bbox="428 1083 1414 1115">• Time for Kids : <i>The Exile of Rodger Williams</i> (TFK Teacher's Guide, p. 33)

Early Colonization Content Frame-Teacher Copy

When	Where	Who	Why
1500's (16 th Century)	New Spain St. Augustine	Spain Pedro Menendez de Aviles	economic gain
	The Lost Colony of Roanoke	Sir Walter Raleigh	
1600's (17 th Century)	Jamestown Virginia	John Smith	economic gain
	Plymouth	William Bradford	religious freedom
	Rhode Island	Rodger Williams Anne Hutchinson	religious tolerance
	Pennsylvania	William Penn	religious freedom
	Maryland	George Calvert	religious tolerance
1700's (18 th Century)	Georgia	James Oglethorpe	debtor's colony, trade



Name: _____

Early Colonization Content Frame-Student Copy

When	Where	Who	Why
1500's (16 th Century)			
1600's (17 th Century)			
1700's (18 th Century)			

Teacher's Notes for Week 1

Why People Explored, Colonized, and Settled

Exploration and colonization of the New World by Europeans in the 16th and 17th centuries was fueled by many reasons.

One of the main reasons is that the New World presented people with an opportunity to **earn a decent living** and perhaps even to become wealthy. During the time of colonization, profitable jobs were scarce in England, and land was very difficult to obtain because it was expensive. By moving to one of the colonies, an individual had a better chance to earn a living than if they remained in England. Once in the New World many settlers earned a living by becoming farmers, hunters, and businessmen. Some of these settlers became indentured servants as well.

Another reason that people traveled to the New World was to **acquire land**. Most settlers were given free land or land at low cost. Land not only gave settlers feelings of independence, it also provided them with status and allowed them certain rights in the community, including voting.

Religion was another reason that people came to the New World. Some settlers wished to have the chance to worship freely while others came to America to escape religious persecutions. Some of these groups were the Puritans, Quakers, Roman Catholics, Huguenots, and Jews.

In the bigger picture, kings and queens were interested in creating colonies because colonies contributed to the **political, economic and military superiority of a country**. As the English, Dutch, Spanish, and French strove for economic and political superiority, their quest took them into newly discovered lands. The equation Land = Power = Money was at play in this quest, and these lands became important staging areas for the military might of these European powers. Also, new trade routes meant more money.

Once the colonies were established, people moved to be **closer to family** members that had gone before them.

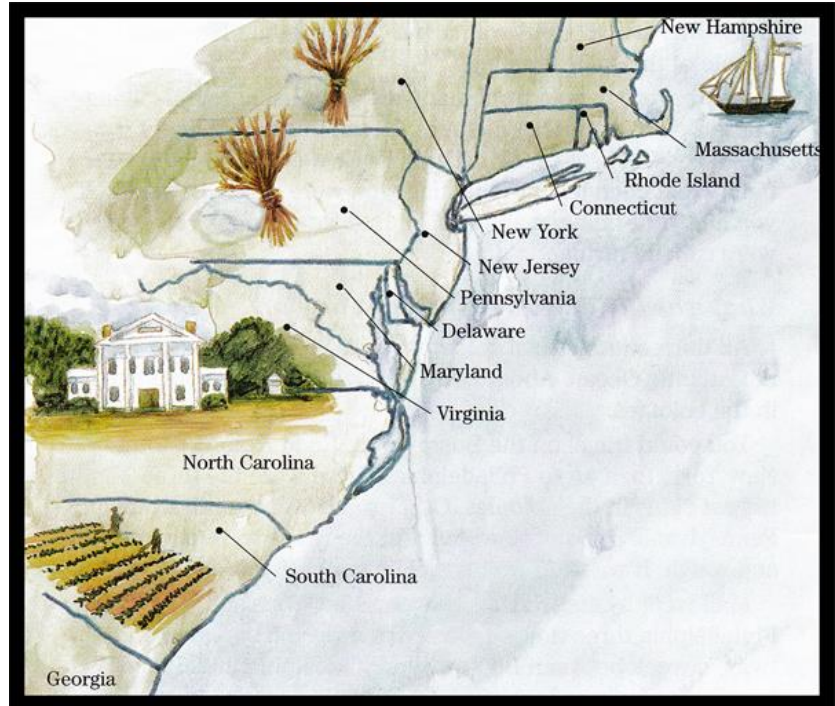
Where

New Spain - Spain claimed much of western South America, Central America, Mexico, Texas, the southwest and California. In 1565 – San Augustine (Florida), the first permanent European settlement in what is now the continental United States, was founded by Spain in 1565. The area was earlier explored by both France and Spain (Ponce de Leon). To discourage French colonization, Pedro Menéndez de Avilés was sent to establish a colony. St. Augustine remained the sole European settlement in the continental United States for many decades.

New France – the French claimed land from Louisiana and north through Canada. See textbook p.154 for a map of New France in the 1760's.

England saw that Spain had become very wealthy as a result of its colonies and started taking an interest in the Americas in late 1500's. Some of its first New England colonies were;

- The Lost Colony of Roanoke
- [Jamestown](#)
- [Plymouth](#)
- Rhode Island
- Portsmouth
- [Pennsylvania](#)
- [Maryland](#)
- [Georgia](#)



Holland: Not long after the English started colonies, the Dutch began to build settlements in their own colonies, called [New Netherland](#). The Dutch originally settled New York and then turned it over to the England, who claimed the Eastern part of the continent. (See map on p. 211 of the Horizon's textbook)

AREAS CLAIMED BY ENGLAND, FRANCE, SPAIN, NETHERLANDS



