

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 5**

Theme: US History: Early Exploration

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Identify different ways of dating historical narratives (17th century, seventeenth century, 1600s, colonial period). (H)</p> <p>Interpret timelines of events studied. (H)</p> <p>Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)</p> <p>Use maps and globes to identify <i>absolute locations</i> (latitude and longitude). (G)</p> <p>Identify the location of the <i>North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres</i>. (G)</p> <p>Distinguish between <i>political</i> and <i>topographical</i> maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)</p> <p>Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p> <p>RELATED WEBSITES: http://www.pbs.org/opb/conquistadors/home.html http://www.mnc.net/norway/ericson.html http://www.marcopolo.org "The Lost Worlds of Ancient America", "The Discoverers' Web"</p>	<p>STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations and the evidence of them. (H, G)</p> <p>5.2 Describe patterns of exploration of the New World by European countries i.e., Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, California and Latin America. (H, G, E))</p> <p>5.3 Identify the achievements of Magellan and Columbus. Teachers should choose an additional two of the following for additional study: Balboa, Cabots, Cartier, Champlain, Hudson, Ponce de Leon, and Vespucci.</p> <p>5.4 Review the early relationships between European explorers and settlers and the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., <i>the Pequot and King Philip's Wars in New England</i>). (H, G, E)</p> <p>5.5 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (<i>Lord Baltimore, William Penn, John Smith, Roger Williams and John Winthrop.</i>) (H, C)</p>	<p>SUGGESTED ASSESSMENT STRATEGIES/ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Creating a chart to compare tow English, two French and tow Spanish explorers including when, why, where they explored, who financed them and the successes or failures they had.</i></p> <p><i>Write a summary paragraph(s) explaining conclusions drawn from the above chart, describing similarities and/or differences. Students should express an opinion about which country had the greatest influence in exploring North America. Provide evidence to support this opinion.</i></p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Simulations</i></td> <td style="width: 50%;"><i>Mock debate</i></td> </tr> <tr> <td><i>Inquiry-investigations</i></td> <td><i>Journal</i></td> </tr> <tr> <td><i>Open response questions</i></td> <td><i>Role play</i></td> </tr> <tr> <td colspan="2"><i>Group activities/oral presentations</i></td> </tr> <tr> <td colspan="2"><i>Interdisciplinary activities</i></td> </tr> <tr> <td><i>Models</i></td> <td><i>projects</i> <i>artifacts</i></td> </tr> <tr> <td colspan="2"><i>Integration with art and music</i></td> </tr> </table> <p>SUGGESTED TEACHING RESOURCES</p> <p>History Alive! European Explorers: Flashchart Series <i>Encounte</i> by Jane Yolen and David Shannon <i>Pedro's Journal</i> by Pamela Conrad</p>	<i>Simulations</i>	<i>Mock debate</i>	<i>Inquiry-investigations</i>	<i>Journal</i>	<i>Open response questions</i>	<i>Role play</i>	<i>Group activities/oral presentations</i>		<i>Interdisciplinary activities</i>		<i>Models</i>	<i>projects</i> <i>artifacts</i>	<i>Integration with art and music</i>	
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* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32