

## Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> 5
<b>Unit Title:</b> Colonization	<b>Trimester: 2:</b> 8 one hour sessions

**Unit Summary:** This is a unit that examines the events, ideas, cultures and people involved or affected by colonization. Standards in history and geography are integrated to explore daily life in North American Colonies. Students continually compare and contrast life within the English, French and Spanish colonies in North America as well as look at the development of the slave trade in North America. The summative assessment addresses two essential questions of this unit: comparing and contrasting daily life in these three colonies and explaining how geographic factors affected land use in the North American colonies. Each student will have the opportunity to imagine traveling back in time to live in a colony. Students will complete a Venn diagram comparing/contrasting the colonies. Each student will then use this information to write a proposal including at least three reasons as to which setting they are choosing to be transported back to and why.

### **Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:**

- **I. CULTURE:** Students will understand that cultural expressions (e.g. customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
- **II. TIME, CONTINUITY, & CHANGE:** Students will understand that significant people, events, and ideas influence the development of the world's civilizations.
- **III. PEOPLE, PLACES, & ENVIRONMENTS:** Students will understand that the five themes of geography (location, place, human-environment interactions, movement, and regions) are interrelated and influence history.
- **VI. POWER, AUTHORITY, & GOVERNANCE:** Students will understand that structures of government gain and exert authority over people and resources in positive and negative ways.
- **VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION:** Students will understand that people organize for production, distribution, and consumption of goods and services.
- **IX. GLOBAL CONNECTIONS:** Students will understand that the relations among nations, cultures, and global economies result in both interdependence and tensions.

## Stage 1: Desired Results

Established Goals/Standards	Acquisition ↔ Meaning Making ↔ Transfer	
<p><u><a href="#">MN Academic Standards in Social Studies:</a></u></p> <p><b>5.3.1.1.1</b> Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><b>5.3.2.3.1</b> Locate and identify the physical and human characteristics of places in the North American colonies.</p> <p><b>5.3.4.10.1</b> Explain how geographic factors affected land use in the North American colonies.</p> <p><b>5.4.4.16.2</b> Describe the interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions</p>	<h3 style="margin: 0;">Transfer</h3>	
	<p><i>Students will be able to independently use their learning to...</i> compare and contrast the Spanish, French, and English colonies to make a personal decision as to which of these colonies you would choose to live in. Then you must be able to explain to your family why you are choosing to move to that colony for reasons that include geographic factors.</p>	
	<h3 style="margin: 0;">Meaning Making</h3>	
	<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p><i>Student will understand that...</i> <i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p><b>Overarching (Framework)</b></p> <ol style="list-style-type: none"> <li>1. North American cultures have changed through interactions (focus on First Americans through 1800’s).</li> <li>2. significant people, events and ideas influenced change and growth in United States history (through the 1800’s).</li> <li>3. the relationship between people and the environment influenced United States history.</li> <li>4. events and ideas led to the formations of the United States government.</li> <li>5. people throughout history developed ways to meet their needs and wants.</li> </ol>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering:</i> <i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p><b>Overarching (Framework)</b></p> <ol style="list-style-type: none"> <li>1. How do cultures affect and change each other?</li> <li>2. What are the cultures in North America, and how have they changed over time?</li> <li>3. Why study history, and what can we learn from the past?</li> <li>4. How have the people, events and ideas from the past influenced our lives today?</li> <li>5. Who is telling the history, and is it believable?</li> <li>6. How did a region’s geography, climate and natural resources affect where people settled throughout United States history?</li> <li>7. What events and ideas formed our government?</li> </ol>

on the three groups. (Colonization and Settlement: 1585-1763)

**5.4.4.16.3**

Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)

**5.4.4.16.4**

Compare and contrast life within the English, French, and Spanish colonies in North America (Colonization and Settlement: 1585-1763)

**5.4.4.16.5**

Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities.

**5.4.4.17.2**

Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution.

6. European colonization affected the Americas.

**Topical (Unit)**

1. there are of positive and negative affects of North American colonization now and in the past.
2. geography affected how and where people settled in America.
3. people’s wants and needs impact each other and the environment in American colonization.
4. European explorers/settlers impacted North American indigenous cultures.
5. various factors impacted the economics of the North American settlements/colonies.
6. the various interactions between European, African, and indigenous peoples had long lasting consequences.
7. enslaved people and people in free black communities resisted slavery and transferred, developed, and maintained their cultural identities.
8. self-governance developed in the British colonies.

8. What is colonization? Why do people colonize? Where is it happening today?

9. How were American colonies alike and different?

**Topical (Unit)**

1. How can maps help us locate and identify the physical and human characteristics in the North American colonies?
2. How did geographic factors affect land use in the North American colonies?
3. What are the similarities and differences in colonial life in English, French, and Spanish colonies?
4. What was the role of Europeans and West Africans in the development of the Atlantic slave trade?
5. What were the consequences of the interaction between indigenous peoples, European and Africans?
6. How did enslaved and free black communities resist slavery and struggle to maintain their cultural identities?
7. How did self-governance develop in the British colonies?

## Acquisition

### ***Students will know...***

*What facts and basic concepts should students know and be able to recall?*

- formation of the 13 English colonies, French, and Spanish colonies - Who formed? For what purpose, if any?
- consequences of the interactions between the Europeans, Africans, and indigenous peoples.
- aspects of colonial daily life - economics, religion, ethnicity, etc.
- American geography and impact on colonization - harbors, plantations, farms, natural resources, lumber.

### ***Essential Vocabulary:***

- apprentice
- cash crop
- charter
- colony
- indentured servant
- mission/missionary
- pilgrim
- plantations
- presidio
- proprietors
- self-governance
- slavery
- tolerance

*To view all vocabulary words for grade 5 social studies, see "Grade 5 Social Studies Vocabulary" (pink document in front of binder.)*

### ***Students will be able to...***

*What discrete skills and processes should students be able to use?*

- compare and contrast life within the North American colonies
- describe the consequences of interactions between the Europeans, Africans, and indigenous people then and now.
- explain how geographic factors affected land use in the North American colonies. .
- demonstrate an understanding of what life was like as a colonist.
- identify the role of Europeans and West Africans in the development of the Atlantic slave trade.
- describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities.
- describe the development of self-governance in the British colonies.

*To access the "Grade 5 Social Studies Vocabulary Cards," google link here* [Link to Vocabulary Cards](#)

***Common misunderstanding(s):***

- Colonization only happened in the U.S. in the 1600s.
- Colonization occurred **only** for religious freedom.
- Colonization was/is beneficial for everyone.
- Colonizers are the more civilized people.
- If it is in a history book, it must be true.