



***The Effect of Human Social Groups  
On Early Settlement and Colonization of the United States of America***

by Janet Bevis, 2013 CTI Fellow  
Bain Elementary School

This curriculum unit is recommended for:  
Social Studies and English Language Arts/Grade 5

**Keywords:** American Indian cultural regions, Age of Exploration, European exploration of the Americas, English colonization of the Americas, Thirteen Colonies, Loyalists vs. Patriots, American Revolution.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** The fifth grade Social Studies curriculum includes of the study of American Indian cultural regions within the United States and how the groups populating these regions used resources, formed communities, and interacted with other American Indian groups and European settlers. The North Carolina 5<sup>th</sup> grade curriculum also includes European exploration and a brief study of events in Europe leading to the Age of Exploration, colonization of North America, and events leading to the Revolutionary War. I will facilitate the students' analysis of how social groups influenced American Indian culture and influenced exploration and colonization. These influences on colonization will include power struggles in Europe, search for economic opportunity, geographic location, forms of government, and the desire for religious freedom. We will tie in how these factors contributed to the events leading to the Revolutionary War.

***I plan to teach this unit during this academic year (2013-14) to 44 students in Social Studies and English Language Arts in fifth grade.***

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

# **The Effect of Human Social Groups On Early Settlement and Colonization of the United States of America**

*Janet Bevis*

## **Introduction**

If you ask most fifth graders what their favorite subject is in school, it is rarely Social Studies. Most see Social Studies as dates and names of dead people that must be memorized, landforms that must be found on a map, and how they might interact with the local community. Often it is the first academic year they will actually read a Social Studies textbook, take notes, collaborate on group presentations and projects, and be responsible for content knowledge and application on assessments.

As a fifth grade teacher, I feel this is the year students could begin to love Social Studies and carry the desire to learn more about human history into middle school. I have a unique opportunity this school year: I am teaching only Social Studies and Language Arts to two groups of students. This differs from the traditional role of an elementary school teacher who teaches all core subjects to just one homeroom. I have been teaching theme based English/Language Arts (ELA) and will now integrate our Social Studies curriculum into our ELA themes.

The themes we use in ELA are: *American Indians; Natural Disasters; Ecosystems; Making a New Nation; People Who Made a Difference; Civil Rights; Heritage; and Folktales and Legends*. Pacing of the themes of *American Indians* and *Making a New Nation* coincide with our pacing of those topics in Social Studies.

## **Rationale**

It is my desire to cultivate the natural curiosity about why people do what they do. The North Carolina Essential Standards 5<sup>th</sup> grade curriculum includes the study of American Indian regions within the United States and how the groups populating these regions used resources, formed communities, and interacted with other American Indian groups and European settlers. The curriculum also includes European colonization and events leading to the Revolutionary War. I will explore with my students how social groups influenced American Indian culture and/or how social groups influenced colonization. The influence on colonization will include economy and food source (Diamond 1999), geographic location (Sowell 1996), forms of government, religion (Gladwell 2000), and the roles these factors played in the Revolutionary War.

The school year begins with the study of American Indians in both Social Studies and English/Language Arts and I usually have covered the Revolutionary War by the end of the first semester in January, so a substantial amount of time is spent on these topics. During this time, another of my ELA themes is “Making a New Nation;” so I will be integrating this unit across Social Studies and ELA for much of the first semester. The students really enjoy these topics and themes and I encourage their continuous reflection on the historical events and implications as we move forward in the curriculum to the formation of our government, westward expansion, and the Civil War in Social Studies; and explore the themes of *People Who Made a Difference* and *Civil Rights* in ELA. By exploring human social groups, I intend to facilitate student identification of the effects that human needs, fears, leadership, status, and power had on the building of our nation. We will also examine how the changing roles of American Indians, women, European colonists, and other cultural groups affected our growing nation. We will also work to identify how the effects of status, power, and influence of individuals and groups throughout history determined the success or failure of shared goals (Anthony Giddens 2012).

This unit will begin with the study of American Indian cultural regions and how these groups used resources and formed governments. Students will compare and contrast the effects of geography and available resources. Students will also evaluate the relationships between European nations and cultures which spurred the age of exploration, and the consequent relationships between explorers and American Indian groups.

As we dig deeper into exploration and colonization, we will analyze how European cultural, social, religious, and economic groups formed colonies and how their relationships with the American Indians changed. We will also look at how these colonial groups were also affected by geography, economy, and available resources (Sowell 1996). We will compare and contrast the relationships between the European countries and their colonial counterparts to our earlier study of the relationships between American Indian groups. The unit will conclude with the Revolutionary War and how human social groups affected the events leading up to independence from British rule.

It is my goal, however, for students to then take the lead and consistently reflect upon and recognize the roles human social groups continued to play in the formation of our country. I hope to facilitate their discovery particularly of how the groups or regions that were formed because of colonization eventually led to the “North” and the “South” of the Civil War. I also intend for them to see how social groups continue to influence world events through a monthly current event assignment.

### **Objectives/Background**

I will be teaching this unit to two inclusion classes of 22 students each. Both classes are multi-ethnic and include exceptional students, students identified for talent development, catalyst students, students who receive assistance in speech, and students with physical and mental disabilities. Our 5<sup>th</sup> grade team has created a theme-based ELA curriculum that ties in Social Studies, specifically ancient Native Americans, American Indians, early colonization, and the building of our nation. Not only will Human Social Groups assist me in class management and contribute to my professional development, but I feel it will enhance my ELA and Social Studies instruction as we investigate how human social groups have affected events in history.

The Common Core promotes collaboration and leadership among student teams. It is my hope that my experience in Human Social Groups will help me promote both in my classroom.

The chart below is a timeline of how I expect the unit to proceed:

<b>Month</b>	<b>Topic</b>	<b>Materials/Activities</b>
August/September	Early People/American Indians  European Exploration	Student text/notebook; internet resources; historical/realistic fiction passages, read alouds, and novels; poetry; research and create totem poles; student products on American Indian regions and European exploration; group presentations on European events prompting the Age of Exploration and early English settlements.
October	British Colonization; roles of American Indians and French settlers on future war for independence	Student text/notebook; internet resources; historical/realistic fiction passages, read alouds, and novels; poetry
November - December	Thirteen Colonies; Loyalists/Patriots, roles of women, children, religious groups	Student text/notebook; internet resources; historical/realistic fiction passages, read alouds, and novels; poetry; persuasive writing, begin interactive bulletin board, student product on 13 colonies.
December - January	Revolutionary War and the formation of the United States government	Student text/notebook; internet resources; historical/realistic fiction passages and novels; poetry, completion of the interactive bulletin board.

This unit will address the following academic standards:

*Social Studies Essential Standards and English Language Arts Common Core Standards:*

5.H.1.1

This standard will be addressed in Social Studies when we research what European explorers brought to and took from the New World. Students demonstrate their understanding by creating a sunken ship and correctly labeling artifacts found on the ship. Students will also be able to show their knowledge of these relationships when we read *Buffalo Hunt* and they create a brochure to retell the story. One panel of the brochure describes the effect of white settlers on the buffalo supply and the Plains Indians' culture. Students will also be able to show the progression of European influence (and American government influence) when they create timeline posters to retell *In Two Worlds: An Inuit Story*.

5.H.1.2, 5.H.2

Students will create webs or maps for each of the original thirteen colonies describing how colonies were founded (geography, economy, religious freedom), how they were governed, who were the important figures and groups in each colony, and their roles in the larger economy and government of the emerging new nation.

5.H.2.2, 5.H.2.3

While creating the collaborative bulletin board "*If You Lived at the Time of the American Revolution What Would You See? Hear? Do?*," students will research and share how women and minorities were influential during the American Revolution by posting examples of poetry, drama, political cartoons, song lyrics, and art from that time period. Students will also read and respond to *The Master Spy at Yorktown*, about an African American slave who spied for the Patriots during the Revolutionary War.

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Students will research and write a persuasive paper supporting either the Patriots or the Loyalists. Their research will cite evidence supporting their stances.

Initial introduction to the importance of human social groups early occurs in September as we explore the early peoples' trek across the land bridge into what is now Alaska and Canada. As the Plains Indians follow the buffalo, we will analyze how their society was based upon the use of buffalo for every need, and how those social groups changed as the buffalo numbers dwindled, as well as their relationship with white settlers.

Students will also analyze the changing relationship with white settlers as we study European exploration and early colonization. Students will look at from where in Europe the colonists came, and where they chose to settle. Students will consider such factors as geography, economy, religion, etc. for reasons Europeans chose specific areas to settle. We will determine how the growth and development of settlements and eventually colonies were driven by individual and group needs and external forces. For example, European settlers in search of religious freedom might not look at geographical features of the New World as settlers looking for economic gain might.

Addressing North Carolina Essential Standards in Social Studies and following Charlotte-Mecklenburg Schools suggested pacing; I will be using the adopted textbook *Social Studies Alive! America's Past* (Bower 2010) and the corresponding on-line student/teacher resource TCI (Teachers Curriculum Institute). Chapter one is a review of geography skills, and this is where I will introduce the areas of migration, settlement regions, routes of European discovery, and geographic terms that we will be using as we analyze American Indian migration and eventually European exploration and colonization.

Chapters 2 and 3, *American Indians and Their Land*, and *American Indian Cultural Regions*, respectively – will be integrated with selections from student anthologies *Imagine It* and *Treasury of Literature - Buffalo Hunt, In Two Worlds – An Inuit Story, Sign of the Beaver*, and selected reading passages and read alouds of various genres and poetry.

Chapters 4 – 9 (*How and Why Europeans Came to the New World, Routes of Exploration to the New World, Early English Settlements, Comparing the Colonies, Facing Slavery, and Life in Colonial Williamsburg*) deal with European colonization and specifically British colonies. As the students discover the various groups who came from Europe to the new world, we will focus on why they came and why they choose specific parts of the new world in which to settle. We will analyze how they chose their new governments, what drove their economies, and their relationships with American Indians and other groups of colonists.

Chapters 10-15 (*Tensions Grow Between the colonies and Great Britain, To Declare Independence or Not, The Declaration of Independence, The American Revolution, The Constitution, The Bill of Rights*) cover the tensions between the colonists and Great

Britain, the Revolutionary War, and the formation of a new government. This portion of the unit will be integrated with selections from the student anthology *Imagine It – If You Lived at the Time of the American Revolution, The Midnight Ride of Paul Revere, The Master Spy of Yorktown, Give Me Liberty!, and Shhh! We’re Writing the Constitution*. We will also incorporate selected reading passages and read alouds of various genres, poetry, and drama. I will also be using the Ipad apps *Early America* and *Pocket Law Firm* to enrich the students’ understanding of the thirteen original American Colonies and constitutional amendments.

Leadership will be discussed at length when we study events leading to the writing of the Declaration of Independence and the Constitution. We will specifically look at the leadership styles of Thomas Jefferson and John Adams and how their differing approaches provided balance as our founding fathers worked toward the common goal of independence from Great Britain.

Chapters 15 – 20 explore westward expansion, the Civil War, and Reconstruction. During this part of the unit, we will cover the Trail of Tears and the Age of Jackson, including the Indian Removal Act. Here I plan to facilitate discussions among the students about the impact of the westward expansion of the United States on the American Indians and examine how the Indians reacted to the expansion and how it changed their interactions with Americans and each other. Although this part of the unit will not be completely integrated with English Language Arts, there will be many opportunities to tie in Social Studies topics as we continue our ELA themes of *People Who Made a Difference, Civil Rights, Heritage, and Folktales and Legends*.

In Social Studies we will also have a lesson on citizenship and responsibilities that come with citizenship. We will examine how groups can work together as good citizens and influence popular opinion and government policy. These lessons focus on the amendments and what rights we have within our constitution, but also explore how although there are laws in place to guarantee rights such as voting, we are not required to vote. We are not required to serve in the military or hold political office, but these roles are seen as those of good citizens. In our fifth grade community, we elect citizens each month who embody predetermined characteristics of good citizens. We have a classroom economy where certain jobs are compensated greater than others based on level of responsibility, difficulty of task, and its place in how the classroom functions. We meet as a group to discuss classroom policies and vote on desired changes.

### **Teaching Strategies**

Socratic seminar

Socratic Seminar is a whole-class discussion of a specific topic. In this strategy, the teacher introduces a topic, gives the students a visual reference, and guides them through a discussion of self-discovery within the topic.<sup>1</sup>

Activities will include: On the classroom iPads, I will use *Today'sMeet.com* and the *Lino* app to post questions and images to groups of students as they read specific selections from the social studies text and student anthologies. Students will respond on their iPads and Apple TV will be used to share their responses. We will also use traditional whole group discussion based on questions students answered in response journals while reading. Students will also use the *Story Me* iPad app to retell selections from student anthologies.<sup>4</sup>

### Foldables

Foldables are a great way to compact a great deal of information into a small amount of time. Depending on how much information you are compacting, foldables can be completed individually, in small groups, or as a whole class.<sup>2</sup> I use foldables to create study guides to the assessments.

Activities will include: Buffalo Hunt Brochure, American Indian Regions booklet, In Two Worlds Compare/Contrast poster, European Explorers sunken ship and major explorers posters.

### Think/Pair/Share

Think/Pair/Share is a cooperative discussion strategy. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of the stages. Think-Pair-Share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then partners must report to the class.<sup>3</sup>

Activities include: When reading stories with subheadings, short passages, or poetry, students will answer specific questions addressed in the text. These questions will be answered in a variety of ways: written in Reader's Response Journal, *Lino* app on iPad, note cards, sticky notes, and *Today'sMeet.com*.

### Retelling/Story Maps/Story Frames

In retelling students can identify and retell a sequence of actions or events, make inferences to account for events or actions, and offer an evaluation of the story. Story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives-theme, characters, settings, problems, plot events, and resolution-and on the relationship among

those elements. Story Frames are similar to story maps in that they focus students' attention on the structure of a story and on how the content of the story fits its structure. Students use story frames as a way to activate their background knowledge of the elements of story structure and thus to organize and learn new information from a story.<sup>4</sup>

Activities include: Thirteen Colonies Web, use of the *Story Me* iPad app to retell using a graphic or comic strip effect.

### Role Playing/Drama

Role play activities give students practice communicating in authentic ways and situations. The process students go through when they are doing a role play activity (creating or learning the dialogue, practicing, presenting) will help solidify the new information they are learning.

Dramatic and role play activities are adaptable for multiple levels. They can be modified to fit upper and lower level students within the same activity.<sup>5</sup>

Activities include: *The King's M&Ms* (students experience taxation without representation) and the plays *Buffalo Hunt*, *Boston Tea Party*, and *Patriots and Loyalists*.

Particularly in *The King's M&Ms* student will be able to experience control over rewards and punishments, and the role status can play in that control. Students get pretty irate when they see the tax collectors get part of their M&Ms! We will discuss if they feel that job deserves more M&Ms and why.

### Read Aloud

A read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension.

In my classroom, reading aloud is a favorite activity for me and the students. There are many benefits to reading aloud, even to 5<sup>th</sup> graders. Reading aloud builds listening and comprehension skills through discussion during and after reading. Listeners increase domain specific vocabulary by hearing words in context. Listeners can improve memory and language skills as they hear a variety of writing styles and then summarize their understanding. Students can gain understanding and develop individual interests about world around them.<sup>6</sup>

The unit will also include such tasks as comparing forms of government within American Indian cultures to those formed in the early colonies; how social groups formed the early colonies and how common interests of groups led to the Revolutionary War; and a persuasive writing piece defending either the Loyalists or the Patriots. The two classes will also create a bulletin board titled “*If You Lived at the Time of The American Revolution, What Would You See? Hear? Do?*” Students will recreate broad sides, locate articles, poetry, political cartoons, songs, etc. from the Revolutionary War period and create a bulletin board located in the 5<sup>th</sup> grade hall.

A monthly assignment ongoing throughout the entire school year will be students submitting summaries on current events. One of the elements required is their opinion of why this event is important and how it affects others. It is my intention that their explanations and understanding of how world events affect others will evolve and broaden throughout the school year ([Appendix 3](#)).

#### Assessment

Students will be asked to demonstrate understanding by taking common assessments in Social Studies and in English Language Arts. Students will also be assessed on participation in group activities and rubrics will be used for students to use in creation of some products ([Appendix 3](#)).

#### Classroom Activities

Vocabulary development is an ongoing skill. Students use vocabulary t-charts in notebooks and response journals in both Social Studies and Reading.

#### September

We will cover *Social Studies Alive* chapters 1, 2, and begin 3. Students will create vocabulary t-charts in their interactive notebooks for every chapter covered in this unit. Students will create a booklet as their study guide for chapter 3 – American Indian Cultural Regions (see student sample [Appendix 2](#), and rubric [Appendix 3](#)).

In the student anthology *Imagine It!* we will read *Buffalo Hunt* and *In Two Worlds - An Inuit Story*. Students will create a brochure retelling *Buffalo Hunt* (see rubric, [Appendix 3](#)) and create a time-line poster retelling *In Two Worlds - An Inuit Story*. In the student anthology *Treasury of Literature*, students will read an excerpt from *Sign of the Beaver* and retell the story using *Story Me* on the iPad. Students will preview each selection with vocabulary activities and will be assessed after the story has been read and retold.

Students will also read the following reading passages: *Totem Pole*, *How Summer Was Created*, and *Dancing Stars*. After reading *Totem Pole*, students will research animal spirits, totem poles, and character traits on the internet and create an animal totem to be added to the class totem pole ([Appendix 2](#)). This activity will also coincide with the election of our first classroom citizen of the month and a discussion of character traits embodied by good citizens. Eleven students will perform the play *Buffalo Hunt* for our second grade reading buddies. They will research buffalo hunters on the internet and create masks to wear as they perform the play.

## October

Chapter 3, *American Indian Cultural Regions*, will be assessed. Chapter 4 is titled *How and Why Europeans Came to the New World*. Students will create a sunken ship with cargo from Europe and from the Americas ([Appendix 2](#)). Students will be able to identify why those items were on board and their significance. This will serve as their study guide for the assessment.

Chapter 5 is titled *Routes of Exploration to the New World*. Students will create a foldable/poster about eight explorers and be able to identify their motive for and the impact of their explorations (see rubric [Appendix 3](#)). Here we will spend considerable time discussing events in Europe and Asia that led to the Age of Exploration. One of these issues is the spread of Christianity and a brief discussion of the Protestant Reformation. During October, our ELA theme moves to natural disasters. One of the disasters we read about is the Irish potato famine and the role that religion played in Britain's response to the famine. Students will be asked to think/pair/share about how this compares to events leading to the Age of Exploration.

## November

Chapter 6 is *Early English Settlements* and Chapter 7 is *Comparing the Colonies*. The themes of economic opportunity and religious freedom are discussed at length. Students will demonstrate understanding by creating billboards for Jamestown, Plymouth, or Roanoke (see rubric [Appendix 3](#)). Students will choose to compare the reasons for founding, geography, economies, and governments of the original thirteen colonies by creating a booklet, chart, or web. The product will again serve as their interactive study guides for the assessments.

## December/January

Making a New Nation is the next ELA theme and it correlates with the next seven chapters in Social Studies. During these two months students will read four stories and one poem from the student anthology *Imagine It: If You Lived at the Time of the*

*American Revolution, Give Me Liberty, The Master Spy of Yorktown, Shhh! We're Writing the Constitution, and The Midnight Ride of Paul Revere.*

This is really the culmination of the unit. In Social Studies and ELA students will dig deep into the influence different groups had on the formation of the colonies and the revolt against Great Britain. They will explore religious views, roles of women, slaves, and American Indians. Students will write a persuasive piece from the point of view of either a Loyalist or a Patriot, citing evidence discovered in text and research to support their stance.

The culminating project will be a bulletin board located in the 5<sup>th</sup> grade hall titled “*If You Lived at the Time of the American Revolution, What Would You See? Hear? Do?*” Students will submit a collection of poetry, broadside recreations, persuasive writing pieces, artwork, and anecdotes found through research that tell the story of the making of our nation.

February

For many of our students, this is when the entire unit of study comes to life. We take a four-day trip to Washington, D.C., and fortunately over half of our 5<sup>th</sup> grade student body is able to attend. As a teacher, to watch students take in sights that they have read about and listen to the connections they make is priceless. Students delight in their knowledge as they ask questions and converse with tour guides and docents at the many sights we visit. They feel empowered by their knowledge.

Students unable to attend the field trip have their own unique experience with an interactive government project they complete at school the four days of the trip.

## **Resources**

Resources for Students

*Social Studies Alive! America's Past (2010)* and the corresponding on-line student/teacher resource TCI (Teachers Curriculum Institute)  
Student Anthology *Imagine It!*

*Buffalo Hunt*

*In Two Worlds*

*If You Lived at the Time of the American Revolution*

*Give Me Liberty*

*The Master Spy of Yorktown*

*Shhh! We're Writing the Constitution*

*The Midnight Ride of Paul Revere.*

Student anthology *Treasury of Literature*

*Sign of the Beaver*

Apple iPad apps

*Story Me*

*Lino*

*Early America*

*Pocket Law Firm*

Internet sources

*Today'sMeet.com*

*ReadWorks.org*

Reading Passages

*Totem Pole*

*How Summer Was Created*

*Dancing Stars*

Bain Media Center and Leveled Library (students will check out books of high interest to them throughout the unit, and several selections will be checked out to my classroom for students to read independently or in small groups.)

*Knots on a Counting Rope*

*Buffalo Woman*

*Sky Dogs*

*Can't You Make Them Behave, King George*

Resources for Teachers

*Social Studies Alive! America's Past* and the corresponding on-line student/teacher resource TCI (Teachers Curriculum Institute)

Teacher Edition of *Imagine It!*

*Buffalo Hunt*

*In Two Worlds*

*If You Lived at the Time of the American Revolution*

*Give Me Liberty*

*The Master Spy of Yorktown*

*Shhh! We're Writing the Constitution*

*The Midnight Ride of Paul Revere.*

Teacher Edition of *Treasury of Literature*

*Sign of the Beaver*

Apple iPad apps

*Story Me*

*Lino*

*Early America*

*Pocket Law Firm*

Internet sources

*TodaysMeet.com*

*ReadWorks.org*

*Readers Theatre – various sources*

*The King's M&Ms*

Read-Alouds

I use our Bain Media Center and Leveled Library to choose titles for read alouds throughout the unit.

Suggested Titles include:

*Knots on a Counting Rope*

*Buffalo Woman*

*Sky Dogs*

*Can't You Make Them Behave, King George*

### **Bibliography**

Anthony Giddens, etal. *Introduction to Sociology*. New York: W.W. Norton & Company, 2012.

Ball, Philip. *Critical Mass How One Thing Leads to Another*. New York: Farrar, Strauss and Giroux, 2004.

Bower, Bert. "Social Studies Alive! Americas Past." TCI, 2010.

Diamond, Jared. *Guns, Germs, and Steel The Fates of Human Societies*. New York: W.W. Norton and Company, 1999.

Gladwell, Malcolm. *The Tipping Point How Little Things Can Make a Big Difference*. New York: Back Bay Books, 2000.

Sowell, Thomas. *Migrations and Cultures A World View*. New York: BasicBooks, 1996.

SRA. *Imagine It! Grade .* McGraw-Hill, 2005. n.d.

Roger C. Farr and Dorothy S. Strickland. *Treasury of Literature - Out of This World - Grade 5*. Harcourt and Brace, 1995. n.d.

### **Annotated Bibliography**

Anthony Giddens, etal. *Introduction to Sociology*. New York: W.W. Norton & Company, 2012.

*Introduction to Sociology* provided supplemental information on topics we covered in our seminar such as: large and small group development and dynamics, leadership, status, and power.

Ball, Philip. *Critical Mass: How One Thing Leads to Another*. New York: Farrar, Strauss and Giroux, 2004.

*Critical Mass: How One Thing Leads to Another* provided background information as I thought about my unit in relation to how humans behave and organize themselves. It addressed the strengths of norms, the urge to conform and the effects of political alliances.

Bower, Bert. "Social Studies Alive! Americas Past." TCI, 2010.

In order to address North Carolina Essential Standards in Social Studies and follow Charlotte-Mecklenburg Schools suggested pacing; I will be using the adopted textbook *Social Studies Alive! America's Past* (Bower 2010) and the corresponding on-line student/teacher resource TCI (Teachers Curriculum Institute).

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton and Company, 1999.

*Guns, Germs, and Steel: The Fates of Human Societies* enhanced my understanding of conquest and the diverse fates of human societies, particularly the Native Americans. Of particular interest is the role the reliance of food sources had upon the success or failures of societies. We talk about this extensively when we examine how the early peoples migrated across the land bridge by following big game, and how Plains Indians relied upon the buffalo for their very existence.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Back Bay Books, 2000.

*The Tipping Point: How Little Things Can Make a Big Difference* offered interesting perspectives on the roles of religion in social change. I touch on this topic throughout the unit, but specifically with our study of the Age of Exploration and the settler's search of religious freedom in the New World.

Sowell, Thomas. *Migrations and Cultures: A World View*. New York: BasicBooks, 1996.

*Migrations and Cultures: A World View* provided background about the power of culture in settling new lands. Settlers often looked at geography when choosing a place to settle - often looking for some familiar aspect. Geographical choices often went hand in hand with economic opportunity.

SRA. *Imagine It! Grade*, McGraw-Hill, n.d.

Roger C. Farr and Dorothy S. Strickland. *Treasury of Literature - Out of This World - Grade 5*. Harcourt and Brace, 1995. n.d.

I will use the grade 5 student and teacher editions of *Imagine It!* and *Treasury of Literature* because they are valuable resources that our school district provides. *Imagine It!* is a current adoption and *Treasury of Literature* is an older adoption that is still available as a supplementary resource in our school.

## **Internet Resources**

iPad Apps

*Lino* – sticky and photo sharing for you; version 1.6.2.618; 2013 Infoteria Corporation

*Story Me* – collage, comic strip, and cartoon maker; Evtim Georgiev, version 1.0.2

*Early America* – eAcceleration Corp, version 1.2

*Pocket Law Firm* – Filament Games, version 2.0.4

*Today'sMeet.com*

*The King's M & M's; American History*

*Simulations* [http://www.teachervision.fen.com/tv/printables/TCR/1557344809\\_034-036.pdf](http://www.teachervision.fen.com/tv/printables/TCR/1557344809_034-036.pdf)

## **Notes**

<sup>1</sup> ReadWriteThink – Socratic Seminars

<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

<sup>2</sup> Engaging Students With Foldables, by Erika Zimpritsch, March 18, 2010, New York Teacher Issue, United Federation of Teachers

<http://www.uft.org/teacher-teacher/engaging-students-foldables>

<sup>3</sup> ReadingQuest.org. Making Sense in Social Studies - Strategies for Reading Comprehension, Think-Pair-Share (Lyman, 1981) <http://www.readingquest.org/strat/tps.html>

<sup>4</sup> Strategies that Promote Comprehension; Texas Education Agency

<http://www.readingrockets.org/article/29202/>

<sup>5</sup> Role Playing in the ESL Classroom – Why and How to Use it in Your Classroom

<http://www.wce.wvu.edu/Resources/CIRCLE/Strats/Role%20Playing.pdf>

<sup>6</sup> Read Aloud

<http://www.esiponline.org/classroom/foundations/reading/readalouds.html>

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**Appendix 1**

This unit will address the following academic standards:

*Social Studies Essential Standards and English Language Arts Common Core Standards:*

Standard 5.H.1.1 will be addressed in Social Studies when we research what European explorers brought to and took from the New World. Students demonstrate their understanding by creating a sunken ship and correctly labeling artifacts found on the ship. Students will also be able to show their knowledge of these relationships when we read *Buffalo Hunt* and they create a brochure to retell the story. One panel of the brochure describes the effect of white settlers on the buffalo supply and the Plains Indians' culture. Students will also be able to show the progression of European influence (and American government influence) when they create timeline posters to retell *In Two Worlds: An Inuit Story*.

Students will create webs or maps for each of the original thirteen colonies to address 5.H.1.2 and 5.H.2. Students will describe how colonies were founded (geography, economy, religious freedom), how they were governed, who were the important figures and groups in each colony, and their roles in the larger economy and government of the emerging new nation.

While creating the collaborative bulletin board "*If You Lived at the Time of the American Revolution What Would You See? Hear? Do?*," students will research and share how women and minorities were influential during the American Revolution. This will address standards 5.H.2.2, and 5.H.2.3 as the students post examples of poetry, drama, political cartoons, song lyrics, and art from the time period. Students will also read and respond to *The Master Spy at Yorktown*, about an African American slave who spied for the Patriots during the Revolutionary War.

Students will research and write a persuasive paper supporting either the Patriots or the Loyalists. Their research will cite evidence supporting their stances. This is in alignment by standard W.1.

*The Effect of Human Social Groups  
On Early Settlement and Colonization of the United States of America*

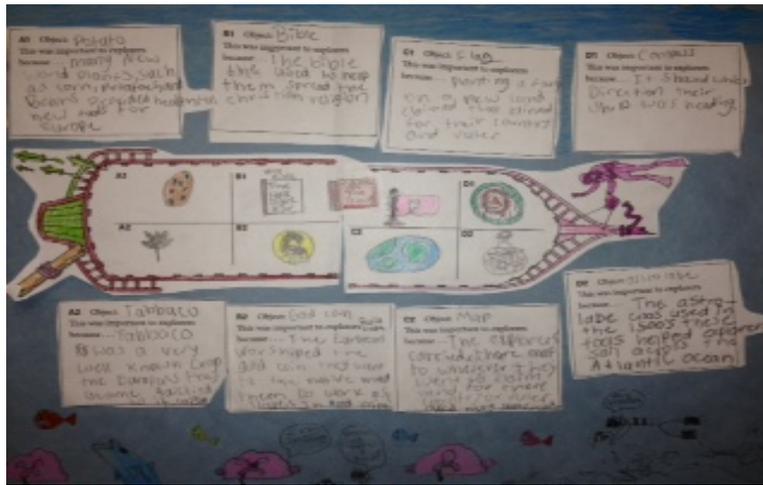
by Janet Bevis, 2013 CTI Fellow  
Bain Elementary School

**Appendix 2**

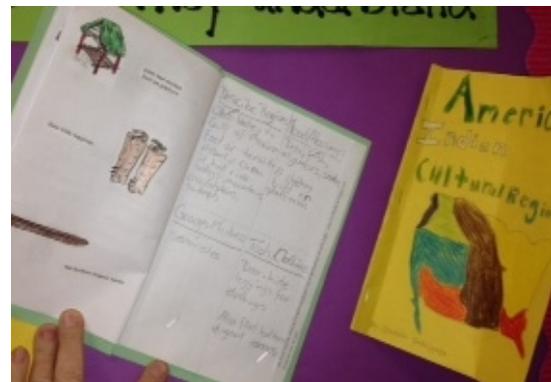
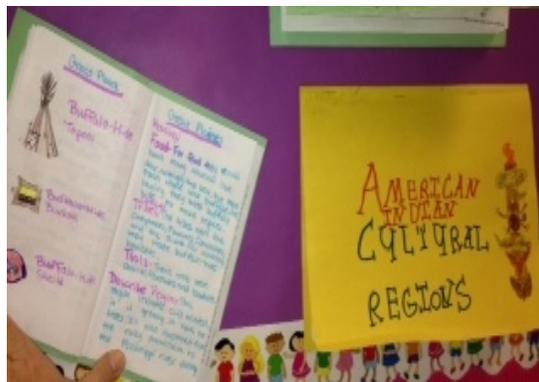
*Student Work Samples*



Class Totem Pole



Sunken Explorer's Ship Poster and Study Guide



Student Product: American Indian Cultural Regions book and study guide

***The Effect of Human Social Groups  
On Early Settlement and Colonization of the United States of America***

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Bain Elementary School

**Appendix 3**

*Activity Rubrics*

Buffalo Hunt Brochure

Name \_\_\_\_\_

Total Points: /50

Grade

Cover	Legends	The Hunt	People/Roles	Buffalo Uses	Fate of the Buffalo
Name /1	Heading /1	Heading /1	Heading /1	Heading /1	Heading /1
Illustration /1	Illustration /1	Illustration /1	Illustration /1	Illustration /1	Illustration /1
	Fact One /2				
Overall neatness and appearance	Fact Two /2				
/8	Fact Three /2				

American Indian Cultural Regions Book (Study Guide) Rubric Name \_\_\_\_\_

<b>COVER</b>	<b>PAGE 1</b>	<b>NW CST</b> 2 pages	<b>CA-IM</b> 2 pp.	<b>PLATEAU</b> 2 pp.	<b>SW</b> 2 pp.	<b>GP</b> 2 pp.	<b>EW</b> 2 pp.	<b>SE</b> 2 pp.	<b>MAP</b> 1 page
Title		3 images	same	same	same	same	same	same	
	List all Regions	Describe Region	same	same	same	same	same	same	
Picture		Food/Housing	same	same	same	same	same	same	
		Groups/Tribes	same	same	same	same	same	same	
First and Last Name	You can make this like a table of contents	Tools/Clothing	same	same	same	same	same	same	This should be labeled neatly and correctly
5 points	7 points	11 points	11 points	11 points	11 points	11 points	11 points	11 points	7 points

Overall appearance - 4 points. Total 100 points.

You must include a key fact and/or vocabulary word somewhere on each page. How the book and pages are designed is up to you!

Poster and Study Guide

Name: \_\_\_\_\_

Chapter 5 – Routes of Exploration to the New World

Comparing New World Explorers Chart Project

You will create a chart as you were shown in class for the following 8 explorers:

Christopher Columbus

John Cabot

Juan Ponce de Leon

Hernan Cortes

Jacques Cartier

Francisco Vasquez de Coronado

Henry Hudson

Robert de La Salle

For each explorer you will use your book and share the following information:

Personal background

Sponsor

Motives

Dates

Route of Exploration

Impact (what effect did the exploration have, this could be good, bad, or both)

An image (you may use the internet to help with this)

Early English Settlements Billboard

---

Name

Choose:           Roanoke (remember this one is special – a mystery!)

Jamestown

Plymouth

Your billboard must have the following elements:

- A map showing where it is located in the New World
- A description of the geography and climate
- A description of opportunities that would have been available to settlers
- A description of the American Indian reaction/relationship

Be colorful! Be creative!

## Monthly Current Event Assignment

Name \_\_\_\_\_

Girls – due by the 15<sup>th</sup> of every month

Boys – due by the 30<sup>th</sup> of every month

Each month you are to choose a current event news article to summarize. The article should be on a current local, national, or world news event. You may turn in one article about a celebrity or sports figure this school year, but the rest of your articles must be on newsworthy topics. You may submit your summary hand-written, word-processed, or by email. You must turn in your article with your summary. I will accept newspaper, magazine, and internet articles. You can turn your articles in as you wish – cut them out, photocopy, send me a file or a link. You can count the time spent reading your article toward your weekly assignment of 150 minutes. You **may not** use articles from Scholastic News.

Your summary will count as two grades: You will receive a 100% in Social Studies for turning in the article and the summary on time. You will lose 5 points for every day your assignment is late. You will also receive a Writing grade based on the rubric below. Be sure to use it as a checklist each time you complete a summary. Please do not waste space and time using large, multiple fonts, and colors if you word process. Hand written summaries should be clean-edged, please.

Required Summary Components	10 points possible	Comments
Who is the article about?		
What is the article about?		
Where did the event happen?		
When did the event happen?		
Why did this event happen? (This might be fact or your opinion.)		
How does this event affect others? (This might be fact or your opinion.)		
Is your grammar correct? (Be sure to check capitalization, punctuation, and verb tense.)		
Check your sentence structure. (Are your sentences complete? Do your sentences run-on?)		
Are you using your best spelling?		
Parent Signature required		

**Extra credit of 5 to 10 points will be given if you tell how your article relates to something we are talking about in class.**