

<p><b>Grade:</b> 5<sup>th</sup> Grade  <b>Subject:</b> Social Studies</p>	<p><b>Unit of Study: Unit 2 – European Explorers</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Unit 2 – European Explorers will distinguish among the individuals and nations who crossed the Atlantic and set up settlements in the New World. Each European nation competed to establish colonies in the Americas leading to diverse traders, settlers, adventurers and religious leaders. Encountering a variety amount of successes and failures, all had disastrous consequences for the Native Americans.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Identify the causes and effects of European exploration.</li> <li>• Describe the European rivalries throughout the Age of Exploration.</li> <li>• Distinguish areas of exploration by regions of continents.</li> <li>• Identify explorers by nation.</li> <li>• Assess the effect of European exploration.</li> <li>• Evaluate Christopher Columbus.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• Where are the world’s continents and oceans?</li> <li>• When using a map which directions are north, south, east, and west?</li> <li>• How did the Crusades and Renaissance in Europe lead to the Age of Exploration?</li> <li>• Who was Christopher Columbus?</li> <li>• Where did major explorers and conquistadors end up and how did they get there?</li> <li>• What was the Columbian Exchange?</li> <li>• What were the effects of European diseases on the Native American population?</li> <li>• What was the Spanish Armada?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Exploration</li> <li>• Native Americans</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• 6.1.8.A.1.a—Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.8.B.1.a—Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> <li>• 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> <li>• 6.1.8.C.1.a—Evaluate the impact of science, religion, and technology innovations on European exploration.</li> <li>• 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>• 6.1.8.D.1.a—Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> <li>• 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation.</li> <li>• 6.1.8.D.1.c—Evaluate the impact of the Colombian Exchange on ecology,</li> </ul>

	agriculture, and culture from different perspectives.
<b>Materials/Resources</b>	<ul style="list-style-type: none"><li>• “A History of US” series by Joy Hakim, Oxford University Press</li><li>• Reading Like a Historian (Stanford) <a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a></li><li>• Facing History and Ourselves <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a></li><li>• US History primary sources: <a href="http://www.nationalhistoryday.org/USHistoryPrimarySources.htm">http://www.nationalhistoryday.org/USHistoryPrimarySources.htm</a></li><li>• National Government Archives <a href="http://www.archives.gov/education/research/primary-sources.html">http://www.archives.gov/education/research/primary-sources.html</a></li><li>• Gilder Collection <a href="http://www.gilderlehrman.org/collections">http://www.gilderlehrman.org/collections</a></li></ul>