

Course Information Overview

Course Title: 5th Grade Humanities		Full Year	Required
Course Description: In Grade 5, students will engage in the study of North America and the events that impacted indigenous people. They will study early American history from multiple perspectives and through the academic lenses of civics, history, geography and economics to understand how and why North America experienced dramatic change. From indigenous peoples prior to colonization through the American Revolution, events, concepts, and people will be studied, analyzed, and critically examined as it relates to our present and our future. Students will not only look at the national and international impact, but also how Connecticut and Naugatuck factor into key events. An emphasis is placed on analyzing and evaluating a variety of primary documents, sources, and perspectives.			
Additional Course Information: Big Ideas Addressed in the Course <ul style="list-style-type: none">• Identity• Conflict• Change• Motivation• Cause and effect• Human/environment interaction• Research• Drawing conclusions• Making evidence-based claims• Making inferences• Questioning• Synthesizing information across texts• Strategies for effective narrative, information, and argument writing Social Studies Frameworks 2015 (CSDE) <ul style="list-style-type: none">• The intersectionality of history, civics, economics and geography.		Core Resources: <ul style="list-style-type: none">• Videos, articles, maps, images, primary documents, fiction and other resources are included in the units of study and tasks and have been vetted by curriculum developers and coaches.• myWorld Geography	Are there any attachments <u>at the course level</u> that teachers will need? <ul style="list-style-type: none">• Pacing Guide• Scope and Sequence

Books

- Above the Rim by Jen Bryant
- Blood on the River by Elisa Carbone
- Roanoke, The Lost Colony: The Unsolved Mystery from History by Jane Yolen
- Mumbet's Declaration of Independence by Gretchen Woelfle
- Thunder From the Clear Sky by Marcia Sewall (Read pp. 44-52)
- Poet, Pilgrim, Rebel: The Story of Anne Bradstreet by Kate Munday Williams
- The Boy Who Fell Off the Mayflower by P.J. Lynch
- Your Life As A Settler by Thomas Kingsley Troupe

Book Club Books:

- She Persisted: Maria Tallchief
- She Persisted: Clara Lemlich
- The Story of Lin-Manuel Miranda: A Biography Book for New Readers
- DK Life Stories: Katherine Johnson
- DK Life Stories: Gandhi
- Who Were the Navajo Code Talkers?
- The Story of Barack Obama: A Biography Book for New Readers
- The Story of John Lewis: A Biography Book for Young Readers
- She Persisted: Wangari Maathai (This story is explored in elementary curriculum through the picturebook *Wangari's Trees of Peace*)
- Vera Wang Queen of Fashion

Unit 2

Unit 2: Colonization: The arrival of Europeans in North America		Duration: 40 days
Unit Overview - FOCUS: How does culture impact identity? Is it important to preserve identity? What are the consequences of change? How did the decisions and actions of one group affect other individuals and societies? In this unit, students will critically examine European global exploration, identity and culture in regards to both the indigenous people of North America and explorers. Students will be asked to consider what happens when cultures come together and what factors influence and impact cultures and how they change in response. This unit will connect with the overarching themes of Change and Consequence and Culture and Identity. These themes span K-6.		Topic Titles: <ul style="list-style-type: none">● Entry Task: Considering legacies and their impact on us● Topic 1: Motivated to Change● Topic 2: Leadership and Roanoke● Topic 3: Jamestown and Colonization
Coherence: How does this unit build on and connect to prior knowledge and learning? In third grade, students do a deep dive into explorers and exploration of North America. They research Native Americans, Europeans, women, and Africans as part of their study of North America and how technology is a driver in how things change. In fourth grade, students look at America as a story of change and explore the journey of Lewis and Clark and		
Essential Questions: Overarching Year-long Essential Questions: <ul style="list-style-type: none">● What does it mean to be free? Unit Essential Questions: <ul style="list-style-type: none">● What motivates people to strive for change?● What are the consequences of change?● How does change create and shrink opportunity?	Enduring Understanding: The major ideas you want students to internalize and understand deeply. These understandings should be thematic in nature. They are not the end all, be all of the question. They are focused to align to the focus (unit overview) <ul style="list-style-type: none">● Emotions can influence and impact how and why we change: The motivation to change, chase change, or evolve into something new and different can be heavily influenced by how we feel about the outcome. Explorers were motivated by “God, Gold, and Glory” to come to North America, where riches were whispered about, including a speedy route to India to bring tea and spices to Europe for large profits. The feeling of greed was a strong motivator - getting rich, acquiring wealth was one reason explorers were funded and were willing to take risks. Greed was also about acquiring power - the glory of being the first and the best - was motivating in that explorers thought a legacy and prestige would be secured by their actions.● Change impacts different communities in very different ways: Change is a matter of perspective. For Explorers, change meant promise - of wealth and gaining prestige. But to others, the actions of Europe and European explorers was felt differently. For Native Americans, it meant loss - of their homes, their people, their way of life. For Africans, it meant enslavement and	

	<p>separation from families, friends, culture and language. How change is perceived and felt is dependent upon your perspective and whether you are gaining (winning) something or losing something.</p> <ul style="list-style-type: none"> ● Opportunity is not one-size-fits-all. Access to opportunities are not always available to everyone. Different factors impact whether or not someone is able to reach an opportunity and experience change in a positive and fulfilling way. Explorers had to convince the monarchs of Europe to pay for their trips into the world - this meant building ships, paying for supplies and hiring men. Opportunity for these men was granted for a price - the promise of gold and riches to be found in the New World. One person's opportunity is also not necessarily an opportunity for others. For Native Americans, the opportunity to explore the world for Europeans meant the destruction of a way of life and the invasion of people onto their land who did not respect beliefs and values about nature and the Earth. 	
<p>What Students Will Know:</p> <ul style="list-style-type: none"> ● Cultural and social impact of a legacy on a person, a state, a nation, or a group ● Elgin Baylor's contribution to basketball, the NBA and civil rights ● Purpose and strategic use of an identity web ● European exploration and its impact on Native Americans and North America ● The concept of "God, gold, glory" ● Columbian Exchange and its impact on European exploration, trade, and slavery ● Christopher Columbus, John Cabot, Samuel de Champlain, Sir Francis Drake, Spanish Armada, and Henry Hudson - impact on North America, global trade, slavery, and Native peoples in North America and the Caribbean. ● Techniques to uncover author's purpose ● Definition and purpose of a biography ● Benefits and consequences of change - and for whom 	<p>What students will do:</p> <ul style="list-style-type: none"> ● Annotate text ● Develop vocabulary-based visual representations ● Quote accurately from a text when explicitly referencing and explaining inferences. (RCCM.1) ● Use details to succinctly summarize a text, including how characters respond to challenges. (RCCM.1) ● Describe the relationship between a series of historical events (RCCM.1) ● Text structure (information text) (RCCM.2) ● Use information gained from illustrations (RCCM.3) ● Compare and contrast important points about similar topics in several texts (RCCM.3) ● Identify evidence used to support a point in text (RCCM.3) ● Use correct grammar (subject-verb agreement, simple, compound, and complex sentences) (LL.1) ● Use correct punctuation, spelling, capitalization (LL.1) ● Determine or clarify the meaning of unknown words and phrases (LL.2) ● State an opinion and supply reasons to support that opinion (WRI.1) 	<p>Unit Specific Vocabulary: Broken down into academic vocabulary, concepts, and language that might be unfamiliar to students.</p> <p>Academic vocabulary</p> <p>motivation protest glory impact biography timeline cause and effect Opinion Claim Evidence Reasoning Leadership Consequence decision making Theory Perspective Opportunity Draw conclusions</p>

<ul style="list-style-type: none"> • Concept of a colony and colonization • Colonies and settlements - Roanoke, Jamestown • John Smith, Powhatan and Pocahontas • Native Americans' impact on colonists • Impact of colonization on Native Americans • Impact of colonization on Africa and slave trade • Techniques for writing informational pieces • Techniques for writing opinion pieces • John Rolfe and the Virginia Company • Question types and question stems • Regions of the United States - Northern states, Southern states, MidAtlantic states and their particular advantages and disadvantages geographically • Jobs and trades in the Colonies • Women and Children in Colonial America • Colonial life and social structures around property ownership • Religion in the colonies - Puritan, Quaker, Thomas Hooker, Anne Hutchinson • Venture Smith in Connecticut • Concept and practice of indentured servitude in the colonies • Concept of practice of slavery in the colonies • Bacon's Rebellion in Virginia • Land use maps • William Byrd (North Carolina) • Why and how the 13 colonies experience success <ul style="list-style-type: none"> ◦ Skillset of people who are colonizing 	<ul style="list-style-type: none"> • Write an informational text (WRI.2) • Actively and appropriately collaborate with others (COM.1) • Express information and ideas (COM. 2) • Use sources to gather information and answer questions (RES. 1) • Recall information from experiences from print and digital sources for a purpose (RES. 2) • Take relevant notes on sources (RES. 2) • Determining key ideas to draw conclusions (RCCM.1) • Make inferences based on evidence from the text (RCCM.1) • Describe the relationship between a series of historical events (RCCM.1) • Text structure (information text) (RCCM.2) • Use information gained from illustrations (RCCM.3) • Compare and contrast important points from several texts (RCCM.3) • Identify evidence from a source used to support answering a question (RCCM.3) • Using context clues, use Greek and Latin affixes and roots or consult reference materials to determine or clarify the meaning of unknown words and phrases (LL.2) • Apply strategies (asking questions, making inferences, using context clues) when my comprehension breaks down (LL.3) • Write an opinion piece (WRI.1) • Use technology to produce and publish writing (WRI.4) • Present an opinion by speaking clearly at an understandable pace (COM. 2) • Use sources to gather information, draw conclusions, and answer questions to developed questions (RES. 1) • Summarize or paraphrase information by taking relevant notes on sources (RES. 2) • Determining key ideas to draw conclusions (RCCM.1) • Compare and contrast key ideas (RCCM.1) 	<p>Primary source Expertise Success Justify</p> <p>Content Vocabulary</p> <p>legacy navigation explorer exploration Christianity conquer Columbian exchange Conquistador Settlement Colony Powhatan Colonist Colonization Exploration Roanoke Jamestown Pocahontas Settlement North America Citizen society European settler Indentured servant rebellion disease New England Colony Colonial life Puritan Quaker enslaved</p>
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<ul style="list-style-type: none"> ○ Expertise and experience of people in leadership ○ Qualities like courage (3rd grade) and integrity play a role in leadership and innovation (opportunity) ○ Native Americans were not used to the diseases of Europe, and many died of smallpox, reducing their numbers ○ Technology - Europeans had weapons like guns and knives to fight Native Americans, which meant they could fight and kill Native Americans from a distance <ul style="list-style-type: none"> ● Enslaved woman Mumbet ● The voyage of the Mayflower ● Ann Bradstreet, first published poet in America ● Children's experience as settlers in North America ● Women's experience as settlers in North America ● Change grows opportunities for some and shrinks opportunities for others 	<ul style="list-style-type: none"> ● Make inferences based on specific evidence from the text (RCCM.1) ● Describe the relationship between a series of historical events (RCCM.1) ● Text structure (information text) (RCCM.2) ● Use information gained from illustrations (RCCM.3) ● Compare and Contrast events, ideas or information from multiple sources (RCCM.3) ● Compare and contrast multiple accounts of the same event (RCCM.3) ● Collaborate with others when discussing ideas about texts and draw conclusions based on my information (COM.1) ● Express information and ideas (COM. 2) ● Recall information from experiences from print and digital sources for a purpose (RES. 2) <ul style="list-style-type: none"> ● Analyze how rules and laws change society and how people change rules and laws (CVC.3) ● Make connections about why individuals and groups during the same historical period may have differed in their perspectives and compare how that might have shaped historical sources (HIS.2) ● Use different sources to present thinking about a comparison of thinking of information from the past, including any instances of bias (HIS. 3) ● Determine and explain the probable cause and the effects of given events or developments and develop a claim about why the given actions may have occurred (HIS.4) ● Describe ways in which people benefit from and are challenged by working together (CVC.1). ● Explain historical and contemporary means of changing society. (CVC.3) ● Analyze the relationship between the location of places and their environmental characteristics (GEO.1) ● Draw conclusions about how the cultural characteristics of places influence population distribution (GEO.2) 	<p>geography</p>
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	<ul style="list-style-type: none"> • Develop arguments for how environmental and man-made catastrophes affected population, human settlement, and movement (GEO.3) • Compare events of the past to life today (HIS.1) • Explain how perspectives of a historical event or period depend on context and shape their stories. (HIS.2) • Evaluate the usefulness of a historical source relevant to a particular topic (HIS. 3) • Draw conclusions about cause and effect (HIS.4) • Explain how and why rules and laws are created (CVC.1). • Identify and explain how civic virtues and democratic principles influence people, both past and present. (CVC.2) • Use maps, photographs and other representations to analyze relationships between locations and their environmental characteristics (GEO.1) • Make connections between location and natural resources and evaluate how they affect the decisions people made in where to settle (GEO.3) • Draw conclusions about how culture influences the way people modify and adapt to their environments (GEO.3) • Compare events of the past to life today (HIS.1) • Distinguish between primary and secondary sources (HIS. 3) • Develop a claim to explain probable cause and effect relationships of given events (HIS.4) 	
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Entry Level Assessment and Connection to Unit:

[Entry Level, Unit 2:](#) Students will create a visual representation of the impact of an individual's legacy. They will research several figures in American history - Michael Jordan, Henry Ford, Amelia Earhart, Constance Baker Motley, Dolores Huerta, and George Lucas. Then students will extrapolate the legacy each person has left and what it means in their current context.

Unit Materials, Resources and Technology:

- myWorld Social Studies: Building Our Country
- [Above the Rim](#) by Jen Bryant
- [Roanoke](#) by Jane Yolen

Book Club Titles:

- [She Persisted: Maria Tallchief](#)
- [She Persisted: Clara Lemlich](#)
- [The Story of Lin-Manuel Miranda: A Biography Book for New Readers](#)
- [DK Life Stories: Katherine Johnson](#)
- [DK Life Stories: Gandhi](#)
- [Who Were the Navajo Code Talkers?](#)
- [The Story of Barack Obama: A Biography Book for New Readers](#)
- [The Story of John Lewis: A Biography Book for Young Readers](#)
- [She Persisted: Wangari Maathai](#) (This story is explored in elementary curriculum through the picturebook *Wangari's Trees of Peace*)
- [Vera Wang Queen of Fashion](#)

Opportunities for Interdisciplinary Connections:

This is an integrated course where Social Studies and English/Language Arts are taught coherently.
The overarching themes for K-6 are:

1. **Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?
2. **Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

1. **Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.
2. **We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."
3. **The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

Any links, attachments and resources for the Unit:

- [Curriculum website](#) for the district
- [Vision of the Graduate](#)
- [Learning Cycle Model](#)
- [Curriculum Framework](#)

Planning Ideas:

Everyday:

- Oral Language Development. Clark strategies.

During the Week:

- Reader's Workshop
- Writer's Workshop - with writer's notebooks
- Centers and Stations
- Book Clubs

Conferring during Independent Reading:

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, "How's it going?" "What are you learning?" and "What are you figuring out as a reader?"

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)

Asking a student to talk about what is happening in that excerpt, stating simply: "Tell me more!"

Helping students use "fix-up" strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)

Asking students what they like/don't like about a book and why (push them to cite evidence!)

Suggesting titles that the student might find interesting and appropriate

Topic #: 1	Topic Name: Motivated to Change	Duration: Recommended: 15 days
Topic Description: <p>In this topic, students will explore how historical events can motivate us to change and inspire change in others. They will explore different perspectives to understand how change is perceived differently by different groups depending on the type of impact. European exploration will be a focal point, as will be the Native Americans and how the arrival of Europeans drastically altered their culture, their traditions, their society, and their way of life. Students will engage in book clubs and focus their learning around the question, “What motivates people who make decisions that impact the lives of others?” They will create a biography of a European explorer and analyze his impact on North America and the people who lived there.</p>		
Competencies Addressed: <p>RLA.5.RCCM.1 I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. (RL , RI 1, RI 2, RI 3)</p> <p>RLA.5.RCCM.2 I can analyze an author’s craft and a text’s structure when making meaning. (RL4-6 , RI 4-6)</p> <p>RLA.5.RCCM.3 I can use information and evidence (including media) from several texts to understand and communicate an author’s intended purpose or meaning. (RL7-9, RI7-9)</p> <p>RLA.5.LL.1 I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L1-2)</p> <p>RLA.5.LL.2 I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. (L3-6)</p> <p>RLA.5.WRI.1 I can write opinion pieces, supporting a point of view with reasons and information. (W1)</p> <p>RLA.5.WRI.2 I can write informative/explanatory texts to examine a topic and convey ideas and information. (W2)</p> <p>RLA.5.COM.1 I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. (SL1-3)</p>		Essential Question and Enduring Understanding Addressed in this Topic: <ul style="list-style-type: none"> • What does it mean to be free? (Year-long essential question) • What motivates people to strive for change? • What are the consequences of change? • Emotions can influence and impact how and why we change: The motivation to change, chase change, or evolve into something new and different can be heavily influenced by how we feel about the outcome. Explorers were motivated by “God, Gold, and Glory” to come to North America, where riches were whispered about, including a speedy route to India to bring tea and spices to Europe for large profits. The feeling of greed was a strong motivator - getting rich, acquiring wealth was one reason explorers were funded and were willing to take risks. Greed was also about acquiring power - the glory of being

<p>RLA.5.COM.2 I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media when presenting my knowledge and ideas. (SL4-6)</p> <p>RLA.5.RES.1 I can conduct short research projects. (W7)</p> <p>RLA.5.RES.2 I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. (W8-9)</p> <p>SS.5.CVC.3 Draw conclusions about how policies shape and influence a society, and how a society can influence policy. (3.6-7, 4.1, 5.4)</p> <p>SS.5.HIS.2 Explain how perspectives of a historical event or period depend on context and shape their stories. (3.4-5, 4.1, 5.4-5)</p> <p>SS.5.HIS.3 Select, compare, and use different sources to learn about the past. (3.6-10, 5.6-8)</p> <p>SS.5.HIS.4 Draw conclusions about causes and effects of events in the past. (3.11, 4.2-3, 5.9-10)</p>	<p>the first and the best - was motivating in that explorers thought a legacy and prestige would be secured by their actions.</p> <ul style="list-style-type: none"> ● Change impacts different communities in very different ways: Change is a matter of perspective. For Explorers, change meant promise - of wealth and gaining prestige. But to others, the actions of Europe and European explorers were felt differently. For Native Americans, it meant loss - of their homes, their people, their way of life. For Africans, it meant enslavement and separation from families, friends, culture and language. How change is perceived and felt is dependent upon your perspective and whether you are gaining (winning) something or losing something.
<p>In this Topic, students will know:</p> <ul style="list-style-type: none"> ● Cultural and social impact of a legacy on a person, a state, a nation, or a group ● Elgin Baylor's contribution to basketball, the NBA and civil rights ● Purpose and strategic use of an identity web ● European exploration and its impact on Native Americans and North America ● The concept of "God, gold, glory" ● Columbian Exchange and its impact on European exploration, trade, and slavery ● Christopher Columbus, John Cabot, Samuel de Champlain, Sir Francis Drake, Spanish Armada, and Henry Hudson - impact on North America, global trade, slavery, and Native peoples in North America and the Caribbean. ● Techniques to uncover author's purpose ● Definition and purpose of a biography 	<p>Topic Vocabulary:</p> <p>Academic</p> <ul style="list-style-type: none"> ● motivation ● protest ● glory ● impact ● biography ● timeline ● cause and effect <p>Content</p> <ul style="list-style-type: none"> ● navigation ● explorer ● exploration ● Christianity ● conquer ● Columbian exchange

	<ul style="list-style-type: none"> conquistador
<p>In this Topic, students will be able to:</p> <ul style="list-style-type: none"> Quote accurately from a text when explicitly referencing and explaining inferences. (RCCM.1) Use details to succinctly summarize a text, including how characters respond to challenges. (RCCM.1) Describe the relationship between a series of historical events (RCCM.1) Text structure (information text) (RCCM.2) Use information gained from illustrations (RCCM.3) Compare and contrast important points about similar topics in several texts (RCCM.3) Identify evidence used to support a point in text (RCCM.3) Use correct grammar (subject-verb agreement, simple, compound, and complex sentences) (LL.1) Use correct punctuation, spelling, capitalization (LL.1) Determine or clarify the meaning of unknown words and phrases (LL.2) State an opinion and supply reasons to support that opinion (WRI.1) Write an informational text (WRI.2) Collaborate with others (COM.1) Express information and ideas (COM. 2) Use sources to gather information and answer questions (RES. 1) Recall information from experiences from print and digital sources for a purpose (RES. 2) Take relevant notes on sources (RES. 2) Analyze how rules and laws change society and how people change rules and laws (CVC.3) Make connections about why individuals and groups during the same historical period may have differed in their perspectives and compare how that might have shaped historical sources (HIS.2) Use different sources to present thinking about a comparison of thinking of information from the past, including any instances of bias (HIS. 3) Determine and explain the probable cause and the effects of given events or developments and develop a claim about why the given actions may have occurred (HIS.4) 	<p>Plan for Student Reflection:</p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <hr/> <p>Plan for Teacher Reflection:</p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>

Task Title: Motivated to Change	Grade Level and Unit: 5th Grade Unit 2, Topic 1
Description of Task: In this task, students will explore the concept of “motivation.” What motivates people who make decisions that impact the lives of others? Through this task, students will develop an understanding of the effects or consequences of decisions through the creation of a biography of someone (historical, personal) who has facilitated change.	Purpose of Task: The purpose of this task is to explore how motivation impacts decision-making and has unintended consequences. European exploration impacted Indigenous culture and continues to do so today.
Background of Students/Learning Progression: In third grade, students investigated North American exploration. They researched how conflict and competition are a part of exploration and determined if the events and choices that led to armed conflict with England was revolution or rebellion. In fifth grade, students have explored the indigenous groups of the northeast and have developed a thorough understanding of culture prior to European explorations.	Ensure all competencies are addressed in the task: <ul style="list-style-type: none"> <input type="checkbox"/> Yes, all competencies are addressed <input type="checkbox"/> No - Task needs modification
Getting Started: Motivation Anchor Chart Remind students about their work with the idea of legacies and how they can be considered a negative or a positive on a community. What do you think motivates people to create a legacy? Are legacies even intentional? Are they something that people deliberately want to create for themselves? We are motivated because we want or need something. What do you think Queen Elizabeth wanted and/or needed? How about the individuals that you researched in centers? Why and how were they motivated, and was a legacy something that they wanted to leave? Engage students in a discussion around the term, “motivation.” What is it? For example, write the word on the board and ask students to use a sticky note to write the meaning or give an example. As a group, develop a common understanding of “motivation.” Have students bring their stickies to the board and have the students gallery walk their peers’ ideas. With students, write a definition of “motivation” on chart paper and ask students to use stickies to draw a picture of that word - what does it look like for them? Have students place their sticky notes on the chart paper around the word. Display the chart prominently so that the teacher and students can refer to it throughout the lesson. This chart serves as a TIP chart for this word. Keep referring students back to Queen Elizabeth II and the person they chose to research and how what each person <u>chose</u> to do directly impacted what they were <u>able</u> to do.	

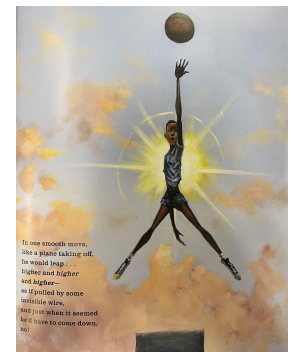
Next, Read [Above the Rim](#) by Jen Bryant aloud to students. This picture book tells the story of Elgin Baylor, one of the first African-American players and one of basketball's all-time greatest players. He staged a one-man protest to draw attention to racial inequities existing throughout his life. He was inspired by the nonviolent protests occurring around the United States at the time. Consider - what might Elgin Baylor and Alexander Hamilton have in common?

First Read: For Pleasure

- Read the book once through for pleasure, without stopping. Let students take in the story and draw or write ideas as they listen, but it is OK if students just listen and take in the story.

Second Read - Establish a Purpose for Reading: Identity and motivation

- In the second read, tell students that now you are going to listen for clues to the main character's identity and his motivation to make change. Revisit the definitions of the terms identity and motivation. As you read the text, think aloud as you discover pieces of the character's identity and add these to an identity web that you have created and posted on chart paper. Students should use their notebooks to record these discoveries as well.
 - Stop several times while reading the text and allow students to "turn and talk" to a partner about the main character's identity, adding their thinking to the identity web. Have pre-determined stopping points. For example, you can stop on page 6 and ask students to examine the image of Baylor with the sun behind him. What is the author and illustrator communicating to you about Baylor, his story, and the theme of the book?



With students, **create a quick identity web** for Elgin Baylor on chart paper. Elgin's identity web should include such things as, basketball player (high school, college, and NBA), athlete, black, humble, college-educated, courageous, civic-minded, and champion.

Return to the text and ask students what motivated Elgin to sit out or protest during the basketball game. Historical events are referenced throughout the text that Elgin took notice of and motivated him to take steps to enact change.

- White's only signs on the basketball courts when Elgin was younger;
- white's only colleges in D.C.;
- Rosa Parks refusing to give up her seat on a city bus; the first black students in Alabama to sit down in an all-white classroom;
- youths in Wichita, Kansas staging a sit-in at a lunch counter;
- the support of his NBA teammates: "sometimes you have to sit down to stand up" paraphrased from JFK's speeches praising the courage of student nonviolent actions.

Ask students to think about what Elgin might have learned from these events and how that impacted how he decided to enact change. After this discussion students should understand that all the historical references were nonviolent and involved sitting. He learned and was motivated by these individuals to take nonviolent action to make change.

- In their journals, have students reflect on that discussion - why do you think Elgin was drawn to nonviolent methods to make change? What is your thinking about these nonviolent methods when protesters were sometimes met with violence?

Draw students' attention to the identity web they created about Elgin Baylor and ask students to make connections between the aspects of his identity and his motivation to enact change.

- With a partner or in a small group, ask students to respond to the following question: "What impact could Elgin Baylor's action have had on others? What evidence do you have to support this thinking?" This question requires students to consider multiple answers. If groups come up with a singular answer, prompt them to try to think of more potential impacts. Students should use their notebooks to brainstorm ideas and write responses to the question.

Making Meaning:

Next, students will explore the idea of motivation in a modern-day setting. Select a video below (all videos can be viewed by students based on teacher discretion) and ask students to think about what motivates this person:

- [Great-grandmother, 89, becomes oldest person to summit Kilimanjaro](#)
- [A 16-Year-Old Girl's Solo Sail Around the World](#)

Guiding Questions for videos:

- What qualities do Ann and Laura possess that motivate them to want to achieve their goals?
- It will be necessary to guide students to understand that “qualities” encompass skills, values, attitudes, and beliefs.

Students will create a chart or use a note-taking strategy to jot down their ideas about these questions after watching the videos. One way they can do this is to create a T-chart and on one side summarize what Ann or Laura did and why they did it, then on the other side personally connect through an experience of their own or someone they know. It's not about connecting to the act, but the emotions and motivations behind the act.

Connecting Question: We are about to dig into European exploration of North America, which you learned about in third grade. Why will we be looking at these men again, this time through a lens of motivation?

Opportunity to Informally Assess Writing and Teach Opinion Writing:**Reader Response**

What motivates you? What qualities are the key to your motivation?

After students write, look for evidence of:

- ☐ State an opinion and supply reasons to support that opinion **(WRI.1)**
- ☐ Punctuation/Spelling **(LL.1)**
- ☐ Produce simple, compound, and complex sentences **(LL.1)**

Investigation:

Engage students in [inquiry stations](#) to build background on European exploration with the purpose of discovering the motivation of the explorers and the interactions/impact on Indigenous culture. Students studied these explorers in third grade, so they will have some familiarity with the content. European

exploration was motivated by the desire to spread the ideals of Christianity, the quest for material wealth, and the glory associated with discovery (God, Gold, and Glory).

Students will conduct research to answer the following question:

- What quality is most important for a person to have if they are motivated to enact change and why is this quality the most important?
- Students should review notes from the “Making Meaning” portion of the task and discuss in small groups to determine the qualities and motivations of European explorers to help them determine which quality they find to be of most importance.
- Students should also look at these centers and discuss, in their groups, who is missing from the story. What perspectives are not contained in these inquiry centers? Why do you think they are not included here?

Students should use their notebooks and journals to respond to questions and prepare for group and class discussion.

Mini-lessons to support readers during Investigate with Part 1:

Skill or Strategies	Teacher Resources:	Suggested Example from Inquiry Stations:
<ul style="list-style-type: none">• Comparing and Contrasting• Determining Importance	Mini- Lesson: Comparing and Contrasting / Determining Importance	Guided Practice: MyWorld Social Studies Text- Pg. 44-45
<ul style="list-style-type: none">• Determining Importance• Synthesizing• Opinion-Reasons-Evidence	Mini-Lesson: Text Organization to Find the Main Idea	Guided Practice: Columbian Exchange Vocabulary: <ul style="list-style-type: none">• exchange• Columbian• import• exchange
<ul style="list-style-type: none">• Determining Importance	Mini-Lesson: Determining Author's Purpose/Point of View	Guided Practice: Christopher Columbus' Letters to Spain and Journal - pg. 3 Vocabulary: <ul style="list-style-type: none">• commanding stature• timid• gestures

		<ul style="list-style-type: none"> descended voyage
<ul style="list-style-type: none"> Determining Importance (Informational text) Important vs. Interesting 	Mini-Lesson: Determining Importance within Informational Text - Important vs. Interesting	<p>Guided Practice: Letter talking about Cabot's discovery - pg. 16</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> citizen authority heathens infidels conquer
<ul style="list-style-type: none"> Answering self-generated questions as you read 	Mini-Lesson: Answering Self-Generated Questions	<p>Guided Practice: Samuel de Champlain and New France</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> natural resource permanent

Opportunities to teach listening comprehension:

Resources:

- [Exploration and Adventure](#)
- [Stuff you missed in history class: Henry Hudson Part I](#)
- [Bedtime History: The Spanish Armada, Queen Elizabeth, and Sir Francis Drake](#)

Mini Lessons:

- Set a purpose for listening
- Select a note taking strategy
- Pause and relisten for clarity
- Summarize learning
- Ask questions

Part 2

(Done simultaneously with Part 1)

Biography Book Clubs

Engage students in biography book clubs using the following texts:

- [She Persisted: Maria Tallchief](#)
- [She Persisted: Clara Lemlich](#)
- [The Story of Lin-Manuel Miranda: A Biography Book for New Readers](#)

- DK Life Stories: Katherine Johnson
- DK Life Stories: Gandhi
- Who Were the Navajo Code Talkers?
- The Story of Barack Obama: A Biography Book for New Readers
- The Story of John Lewis: A Biography Book for Young Readers
- She Persisted: Wangari Maathai (This story is explored in elementary curriculum through the picturebook *Wangari's Trees of Peace*)
- Vera Wang Queen of Fashion

The book clubs should be focused on the question explored throughout this task:

- *What motivates people who make decisions that impact the lives of others?*

As students read they should use their reader's notebooks to collect information from the text focusing on the character's motivations to bring about change. They should reflect back on Alexander Hamilton as well as the people they are learning about in the Investigation centers.

Students should also use their notebooks to explore the following ideas:

- How is your biography connected to the ideas in your study of European exploration?
- How is our motivation to do something connected to others?

The following mini-lessons will help students read biographies:

- Author's purpose
 - Why did the author choose to tell this person's story?
 - What did the author want others to know about this person?
 - What motivated the author to write this book?
 - What biases exist?
 - Are there parts of this person's life that were not included in the book?
 - Why would the author choose to leave this information out?

The answers to some or all of these questions might be found in the author's note found within the text.

- Relationships between characters and the impact they had.
- Timeline as a notebook strategy (revisit the timeline at the back of Above the Rim. This timeline not only includes the events in Mr. Baylor's life but also relevant historical events that were important to him and his actions.
- Cause and effect: How does what is happening now connect with what came before and how will it influence decisions they will make later?
- What is the life lesson we learn from learning about this person's life?
- The importance of a secondary character or subject in the person's life

- Who influenced this person?
- What events influenced this person? (Above the Rim can be used as a mentor text for this lesson. Draw students' attention back to those who set an example for nonviolent protest that led Elgin to take action.)

Create and Produce:

Students will create a biography of a European explorer, a person/group impacted by exploration, or a person they believe fosters change (their mom, or themselves). Prior to writing, ask students to revisit their biography books.

Place students in groups with others who read different biographies. Ask students to independently look through their text to study the *organization* of the book and record these observations in a notebook or on a sticky note. Then, ask students to share what they learned about the organization of their biography with the group. The groups should discover similarities in the *elements* included in their texts. The groups should compile a list of these elements to share with other groups. These lists can assist in the *collaborative creation of success criteria* for this assignment. It will be necessary for students to include the motivations of their subject in their biography as well as the impact/consequences their actions had on others.

Guiding questions teachers can ask as students are exploring the texts in groups:

- Does it include a table of contents?
- Is the text organized chronologically?
- What information is included in the beginning, middle, and end of the text?
- Are images included?
- Are other text features included in the text?

Students can use this information to assist them in creating graphic organizer to plan their biography.

Student products can take many forms including a book, presentation, timeline (on paper or using a tool such as Padlet), newspaper article, video, etc.

Communicate and Present:

Students will present their biographies in small groups. Students listening to/viewing the presentation should share a similarity and difference that their subjects share either in writing or orally.

After sharing their biographies, students should individually reflect about their peers' work, noticing what was effective about what they did. They should also reflect on their own work, noticing what was particularly effective and impactful about their biography.

Reflection:

After the learning is done in this task, students will answer the following questions:

- What motivates you when making decisions?
- Do you think about the consequences of your decisions?
- What impact can our decisions have on others?

They should use their notebooks to collect their thoughts and ideas.

Notes:**Establishing Routines for Writer's Workshop and Writer's Notebook:**

Prior to engaging in this task, it will be important to introduce the purpose for the writer's notebook and establish norms. Students should have time each day to write in their notebook.

- Make the writer's notebook your own (decorating the notebook to reflect the writer)
- Writer's Notebooks are for **all types** of writing and can contain the following: drawings, lists, thoughts, stories, questions and wonderings, poems, a sentence for a future writing piece, etc.
- Writing for the whole time you are given: Pencil to paper even when we aren't sure what to write and we are writing words over again, drawing sketches, writing about what seems "off topic."
- Sharing and displaying routines like notebook museum, partner sharing, and whole class share where 4-5 students are selected to share with the whole class.
- Writer's notebooks should not be scored or read by the teacher unless the student grants permission

Complete File with Resources and Task:

[Grade 5 Unit 2, Topic 1](#)

Topic #: 2	Topic Name: Leadership in Roanoke	Duration: Recommended: 15 days
Topic Description: Students will explore the first colony of Roanoke in what was named Virginia in the Southern coastal area of the present United States. They will examine the concept of leadership and the qualities leaders possess through examination of primary and secondary historical documents and through the exploration of historical fiction and exploring the question of why authors write stories about historical events and time periods. They will analyze the consequences of decisions made by people in leadership roles while reading <u>Blood on the River</u> by Elisa Carbone as a read aloud. This task is focused on the development of an effective opinion piece.		
Competencies Addressed: RLA.5.RCCM.1 I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. RLA.5.RCCM.2 I can analyze an author's craft and a text's structure when making meaning. RLA.5.RCCM.3 I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. RLA.5.LL.1 I can use knowledge of language and its conventions when writing, speaking, reading, or listening. RLA.5.LL.2 I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. RLA.5.LL.3 Select strategies with guidance to make sense of text. (e.g., asking questions, making inferences, using context clues, etc.) RLA.5.WRI.1 I can write opinion pieces, supporting a point of view with reasons and information. RLA.5.WRI.4 I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. RLA.5.COM.1 I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. RLA.5.COM.2 I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media when presenting my knowledge and ideas. RLA.5.RES.1 I can conduct short research projects.		Essential Question and Enduring Understanding Addressed in this Topic: <ul style="list-style-type: none"> • What does it mean to be free? (Year-long essential question) • What are the consequences of change? • How does change create and shrink opportunity? • Change impacts different communities in very different ways: Change is a matter of perspective. For Explorers, change meant promise - of wealth and gaining prestige. But to others, the actions of Europe and European explorers was felt differently. For Native Americans, it meant loss - of their homes, their people, their way of life. For Africans, it meant enslavement and separation from families, friends, culture and language. How change is perceived and felt is dependent upon your perspective and whether you are gaining (winning) something or losing something. • Opportunity is not one-size-fits-all. Access to opportunities are not always available to everyone. Different factors impact whether

<p>RLA.5.RES.2 I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.</p> <p>SS.5.CVC.1 Explain how and why rules and laws are created.</p> <p>SS.5.CVC.3 Draw conclusions about how policies shape and influence a society, and how a society can influence policy.</p> <p>SS.5.GEO.1 Use a variety of geographic representations when making connections between a place, its features, and its influence on settlement.</p> <p>SS.5.GEO.2 Make connections and draw conclusions about culture and environment.</p> <p>SS.5.GEO.3 Make connections and draw conclusions about humans and the environment.</p> <p>SS.5.HIS.1 Compare events in the past to life today.</p> <p>SS.5.HIS.2 Explain how perspectives of a historical event or period depend on context and shape their stories.</p> <p>SS.5.HIS.3 Select, compare, and use different sources to learn about the past.</p> <p>SS.5.HIS.4 Draw conclusions about causes and effects of events in the past.</p>	<p>or not someone is able to reach an opportunity and experience change in a positive and fulfilling way. Explorers had to convince the monarchs of Europe to pay for their trips into the world - this meant building ships, paying for supplies and hiring men. Opportunity for these men was granted for a price - the promise of gold and riches to be found in the New World. One person's opportunity is also not necessarily an opportunity for others. For Native Americans, the opportunity to explore the world for Europeans meant the destruction of a way of life and the invasion of people onto their land who did not respect beliefs and values about nature and the Earth.</p>
<p>In this Topic, students will know:</p> <ul style="list-style-type: none"> • Benefits and consequences of change - and for whom • Concept of a colony and colonization • Colonies and settlements - Roanoke, Jamestown • John Smith, Powhatan and Pocahontas • Native Americans' impact on colonists • Impact of colonization on Native Americans • Impact of colonization on Africa and slave trade • Techniques for writing informational pieces • Techniques for writing opinion pieces 	<p>Topic Vocabulary:</p> <p>Academic</p> <ul style="list-style-type: none"> • Opinion • Claim • Evidence • Reasoning • Leadership • Consequence • decision making • Theory • Perspective <p>Content</p> <ul style="list-style-type: none"> • Settlement • Colony • Powhatan • Colonist

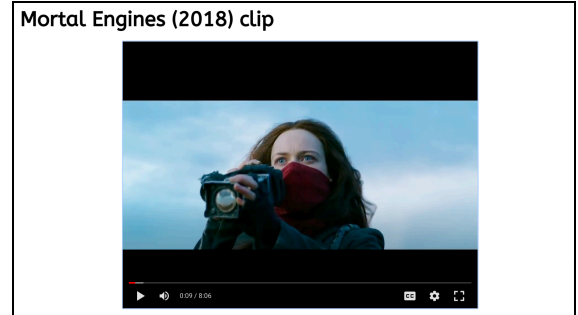
	<ul style="list-style-type: none"> • Colonization • Exploration • Roanoke • Jamestown • Pocahontas
<p>In this Topic, students will be able to:</p> <ul style="list-style-type: none"> • Determining key ideas to draw conclusions (RCCM.1) • Make inferences based on evidence from the text (RCCM.1) • Describe the relationship between a series of historical events (RCCM.1) • Text structure (information text) (RCCM.2) • Use information gained from illustrations (RCCM.3) • Compare and contrast important points from several texts (RCCM.3) • Identify evidence from a source used to support answering a question (RCCM.3) • Use correct grammar (subject-verb agreement) (LL.1) • Use correct punctuation, spelling, capitalization (LL.1) • Using context clues, use Greek and Latin affixes and roots or consult reference materials to determine or clarify the meaning of unknown words and phrases (LL.2) • Apply strategies (asking questions, making inferences, using context clues) when my comprehension breaks down (LL.3) • Write an opinion piece (WRI.1) • Use technology to produce and publish writing (WRI.4) • Actively and appropriately collaborate with others (COM.1) • Present an opinion by speaking clearly at an understandable pace (COM. 2) • Use sources to gather information, draw conclusions, and answer questions to developed questions (RES. 1) • Summarize or paraphrase information by taking relevant notes on sources (RES. 2) • Describe ways in which people benefit from and are challenged by working together (CVC.1). • Explain historical and contemporary means of changing society. (CVC.3) • Analyze the relationship between the location of places and their environmental characteristics (GEO.1) • Draw conclusions about how the cultural characteristics of places influence population distribution (GEO.2) • Develop arguments for how environmental and man-made catastrophes affected population, human settlement, and movement (GEO.3) • Compare events of the past to life today (HIS.1) 	<p>Plan for Student Reflection:</p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p>
	<p>Plan for Teacher Reflection:</p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>

- | | |
|---|--|
| <ul style="list-style-type: none">• Explain how perspectives of a historical event or period depend on context and shape their stories. (HIS.2)• Evaluate the usefulness of a historical source relevant to a particular topic (HIS. 3)• Draw conclusions about cause and effect (HIS.4) | |
|---|--|

Task Development

The task follows the [Learning Cycle Model](#) that drives teaching and learning in Naugatuck Public Schools.

Task Title: Leading Through Change	Grade Level and Unit: 5th Grade Unit 1, Topic 2
Description of Task: During this task, the students will explore the idea of leadership and the qualities leaders possess. They will also analyze the consequences of decisions made by people in leadership roles while reading <u>Blood on the River</u> by Elisa Carbone as a read aloud. This task is focused on the development of an effective opinion piece.	Purpose of Task: The purpose of this task is to explore leaders during early colonial times and the qualities that they exhibited. The decisions that leaders make impact others and at times they must face consequences for their decisions. People form opinions about leadership and the qualities effective leaders possess based on their experiences.
Background of Students/Learning Progression: Students have investigated Native American groups and explored how the past impacts the present and future in third and fourth grade. Earlier, in fifth grade, students explored their identity and the identity of Native American groups in the northeast. They have investigated the qualities that motivate people to make change and studied European explorers and the impact of exploration on Native Americans. Students have explored culture in North America through the lens of the Native Americans, who lived on this land before explorers from Europe came seeking a shorter route to the Far East. They have explored the tribes of the immediate area and what life was like for them before settlers came to this continent.	Ensure all competencies are addressed in the task: <input type="checkbox"/> Yes, all competencies are addressed <input type="checkbox"/> No - Task needs modification
Getting Started: Begin by posing the following question: <ul style="list-style-type: none">• What is a colony? Students will have varied experience with this term. Write it on a piece of chart paper and ask students to use a Post-It note to write down questions about the word or ideas they have about its meaning. Students may think about an ant colony or make associations with products or other ways they have heard the term used. Take down their ideas on the whiteboard without commenting on them. Explain that once we have our ideas out there, we will start to explore them.	



Next, watch the video clip from the film Mortal Engines on [the slide](#). Ask students to take some notes around this question:

- What is happening?

After watching the clip, create a simple timeline of events with students on the whiteboard. Just the facts of what happened.

Next, go to the [second slide](#) and answer these questions with students in their notebooks:

LONDON	BAVARIA	COLONY and COLONIZATION
<ul style="list-style-type: none"> • What is London looking for? • Why does it want this? <p><i>In the film, the characters see the resources available - fuel, among them. It will overtake Bavaria and take its resources.</i></p>	<ul style="list-style-type: none"> • What is Bavaria afraid of and why does it run from London? <p><i>They know that once London catches them, they will be destroyed and their resources taken from them. They will never be the same again.</i></p>	<p>What is a colony? A small group of people who claim a place and its resources for themselves.</p> <p>What is colonization? The act of taking resources from one group for the benefit of another group.</p>

Other questions you can pose to students as they work with their peers in collaborative groups:

- Why did people want to settle in the New World?
- What **would** they have to gain by moving from England?
- How **could** the settlement of North America by the English been different?

Ask students to turn and talk with a partner to begin to gather their thoughts about these questions.


Students should then use their notebooks to write down their thinking about colonies and the motivations behind the first colonists' decisions to journey to the new world.

Ask students to share their thoughts and record responses on a piece of chart paper regarding the terms "Colony" and "Colonization". This anchor chart should be a living document where students can add their learning as the task progresses. Have students use Post-It Notes to contribute their thinking around the terms "colony" and "colonization" on the anchor chart.

Finally, have students look at [a map of Connecticut settlements](#) and [a picture from a Connecticut historian's book](#) on the discovery of America. As they look at the map and the picture, ask them to collectively develop a story of colonization

What is a colony?

A small group of people who claim a place and its resources for themselves.



What is colonization?


The act of taking resources from one group for the benefit of another group.

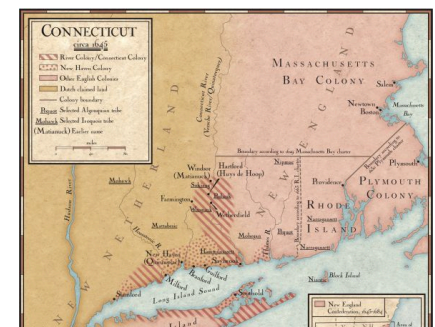
Look at colonization from two points of view:

First, look at it from the Explorers' point of view - what do you think the New World meant to them?

Second, look at it from the Natives' point of view - what do you think the arrival of Europeans meant to them?

TIP: Draw or sketch the meanings of these words too. Pictures are easier to recall.





based on the map and the picture. Have them analyze both points of view - Europeans and Native Americans. This is **not** an exercise where they try to write from a European colonist or a Native American. Ask students to consider what was important to each group and what was **motivating** them.

Making Meaning:

Text: Roanoke, The Lost Colony: The Unsolved Mystery from History by Jane Yolen

First Read

Read the book once through for pleasure, without stopping. Let students take in the story and draw or write ideas as they listen, but it is all right if students just listen and take in the story.

At the end of the reading, draw students' attention to the theories presented by the author to explain the disappearance of the inhabitants of Roanoke, and discuss theories with students. It may be helpful to place the page under a document camera or copy the pages to provide students with access to the theories. Place students in groups with the task of discussing which theory they believe to be the most plausible.

Second Read

During the second read, the students should listen with the **purpose of gathering evidence** to support the theory their group selected. As students listen a second time, they may find evidence to support one of the other theories. They can listen with the purpose of collecting evidence to support that line of thinking in order to persuade others with their line of thinking.

After Reading

Task each group with creating a chart that details the group's claim, the evidence they found from the text, and the reasoning as to why the evidence supports the claim. Students can use [this chart](#) to help them track their thinking and the meaning of the task. Based on the needs of the students in the class, it may be beneficial to model this process using one of the theories in the text. Upon completion of this activity, groups should share their CER charts and they should be placed around the room as a reference for future activities.

Additional Background Information on Roanoke (If needed):

- [Setting Sail](#)
- [What Happened to the Lost Colony of Roanoke? On History.com](#)
- [What Happened to the Lost Colony at Roanoke? | National Geographic video](#) (done through maps)

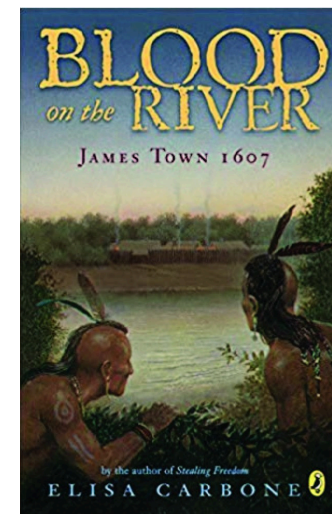
Claim <i>What do you know?</i> If you mix water with lemon juice, the lemon juice will still be yellow.	Evidence <i>How do you know it?</i> Yellow is a color. Clear is not a color.
Reason <i>Why does your evidence support your claim?</i> Water is clear. Yellow paint mixed with water is still yellow in art class.	

Investigation:

Part 1

The historical fiction novel, Blood on the River by Elisa Carbone provides an account of the settlement of the Jamestown Colony from the perspective of Samuel Collier, a 12-year-old English boy. Using the guide below, read selected chapters/excerpts from the text with the primary purpose of examining the leadership qualities of Samuel, John Smith, Chief Powhatan, and Pocahontas, and any character that exhibits leadership qualities (effective or ineffective). This will also provide an opportunity to build background knowledge around the Jamestown colony, the Powhatan people and the relationship between the two groups.

NOTE: In third grade, students studied Jamestown and the indigenous people. They explore the writings of John Smith and Powhatan. They also explored the life of Pocahontas and how she was sent to be married to one of the English settlers. When he returned to England, he took Pocahontas with him. She died at a young age and is buried in London, England.



Students should be asked to consider the importance of perspective and power while experiencing Blood on the River. While the book is written from the perspective of an English boy, it is necessary for the students to engage in reflection about what information is missing from this account that would provide students with a full understanding of Jamestown and its impact. When we only experience an event from one perspective, we miss critical information about how the event impacted all stakeholders.

Prior to the start of the novel, present the following to students for analysis: [Student Copy](#)

In the time of the first planting of corn
there will come a tribe from the bay of the Chesapeake.
This tribe will build their longhouses on the land of the
Powhatan.
They will hunt and fish and plant on the land of the
Powhatan.
Three times the Powhatan will rise up against this tribe.
The first battle will end and the Powhatan will be
victorious.
But the tribe will grow strong again.
The Powhatan will rise up.
The second battle will end and the Powhatan will be
victorious.

But the tribe will grow strong once more.
The third battle will be long and filled with bloodshed.
By the end of this battle, the Powhatan kingdom
will be no more.

Prophecy delivered to Chief Powhatan, ruler of the Powhatan empire, by his trusted priests, sometime before the Christian year 1607.

Engage students in a discussion around **the words and phrases that stood out to them**, the decisions made about line breaks, and the message. Ask students to use their notebooks to make an evidence-based prediction based on the prophecy and allow students to share their predictions with a partner or group.

It would be particularly helpful to students, after they work with a partner, to co-author an evidence-based prediction with the teacher as a class. This can serve as a model for their own revisions in their notebooks.

Read-Aloud of the Novel

As the novel is read aloud, model notetaking to gather evidence to support thinking that John Smith is an effective leader or possesses qualities of an effective leader.

As the novel progresses, add elements of John Smith's identity to the web. This may include aspects of his identity that counter the statement that he is an "effective" leader.

- Ask students to recreate this identity web in their notebooks so that they can continue to collect traits and leadership qualities as they are being read to.
- Place students in groups with the purpose of collecting character traits and leadership qualities revealed about other characters in the book: Samuel Collier, Chief Powhatan, Pocahontas.
- As the book is read, students should add qualities of these characters that show their leadership skills or lack thereof in their notebooks. Allow time for groups to meet to discuss the ideas they have gathered.

Excerpts - a model for how students can keep their notebooks:

Chapter	Quote or Summary	Questions	Leadership qualities exhibited OR not exhibited
Ch. 3, p. 17	"Instead of trying to decipher which of	Why doesn't Samuel	As a leader, you can't do

	the men are to be trusted and which are not, I have made it simple for myself: Trust no one. It is a philosophy that worked for me in the poorhouse, on the streets of London, and at the orphanage."	trust anyone? How can Samuel help people if he can't trust them?	everything. You have to have people around you that you trust to help with the job.
Chapter 8, Page 58	"Don't let your anger get the best of you, Samuel," he says, "Learn to channel it, and it will become your strength rather than your weakness." Captain John Smith	How is Samuel supposed to learn to channel his anger? What would make it a strength?	Leaders are supposed to think about others, but Samuel being angry at people isn't going to help the group survive.

Part 2

Inquiry Center Work - Jamestown

Align research:

Before Reading	During Reading	End of Book
<p>Who came to Jamestown and why?</p> <ul style="list-style-type: none"> • Early English Settlements • John Smith - ReadWorks • John Smith - NEWSELA • Jamestown Settlement Video 	<p>What was life like in the colony? Relationship with Natives</p> <ul style="list-style-type: none"> • Life in Jamestown - video • The First Virginians • Primary Source - Powhatan • The Truth About Pochahontas - video • Women Leaders: Pochahontas • Life at Jamestown • How Pochahontas Redefined How Europeans Saw Native Americans - video • Archeologists Uncover the Lives of 	<p>What happened to the inhabitants of Jamestown?</p> <ul style="list-style-type: none"> • Struggling to Survive • Africans in Colonial America (Toolkit) • Descendants of 1st enslaved Africans in English North America visit ancestors' birthplace of Angola - Video

[Jamestown's Enslaved People](#)

- [Angelo's Story](#) - pair with video above (Toolkit)

Create and Produce:

Through mini-lessons and the revision process, students will create a personal narrative with a definitive beginning, middle, and end and include dialogue and purposeful word choice. Students can choose to publish their story in any format and can include illustrations.

As students work, teachers should confer with students about the following topics:

- ensuring that student's writing is based on a small moment
- supporting elaboration
- sustaining energy for writing
- connecting their brainstorming to their writing

Potential Writing Minilessons:

- Small moments: Seed vs. Watermelon
- Choosing and developing an idea
- Organizing Events/Sequence
- Developing a Character
- Dialogue
- Word Choice
- Using transition words
- Pacing the small moment story
- Using clauses
- Writing a conclusion that details the impact of change on the writer (using author's note as a mentor text.

Communicate and Present:

Upon completion of their opinion pieces, students will list the leadership qualities that they identified in their writing on chart paper, Google Doc, or Jamboard (with their name next to

Reflection:

In their Humanities notebooks, students will reflect on the following questions:

<p>the qualities). Once collected, the teacher will pair students that share the same or similar qualities to share their writing. The pairs will reflect on how the same leadership qualities were used in different ways and by different leaders.</p> <p>This reflection can be written in student’s notebooks.</p>	<ul style="list-style-type: none"> ● Think about someone that you consider to be a great leader. In what ways does that leader motivate others? How might you mirror some of those qualities?
<p>Notes:</p> <p>Establishing Routines for Writer’s Workshop and Writer’s Notebook:</p> <p>Prior to engaging in this task, it will be important to introduce the purpose for the writer's notebook and establish norms. Students should have time each day to write in their notebook.</p> <ul style="list-style-type: none"> ○ Make the writer’s notebook your own (decorating the notebook to reflect the writer) ○ Writer’s Notebooks are for all types of writing and can contain the following: drawings, lists, thoughts, stories, questions and wonderings, poems, a sentence for a future writing piece, etc. ○ Writing for the whole time you are given: Pencil to paper even when we aren’t sure what to write and we are writing words over again, drawing sketches, writing about what seems “off topic.” ○ Sharing and displaying routines like notebook museum, partner sharing, and whole class share where 4-5 students are selected to share with the whole class. ○ Writer’s notebooks should not be scored or read by the teacher unless the student grants permission 	<p>Complete File with Resources and Task:</p> <p>Grade 5 Unit 2 Topic 2 Task 1</p>

Topic #: 3	Topic Name: Jamestown and Colonization	Duration: Recommended: 15 days
<p>Topic Description: Students will explore the founding of Jamestown and the ripple of colonization as it spread from the North in Plymouth, Massachusetts down the coast to Georgia. Students will analyze the consequences of colonization and the groups impacted by European exploration of North America. Students will engage in research and reflection to determine what the legacy of colonization means for the United States, and defend their position with text-based evidence as they create a visual representation and rationale.</p>		
<p>Competencies Addressed:</p> <p>ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.)</p> <p>ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.</p> <p>ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.</p> <p>ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related.</p> <p>ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding.</p> <p>SS 3-5.CVC.2: Identify and explain how civic virtues and democratic principles influence people, both past and present.</p> <p>ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning.</p> <p>ELA.3-5.WRI.3: I can write narratives to develop real or imagined experiences or events.</p> <p>ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.</p>		<p>Essential Question and Enduring Understanding Addressed in this Topic:</p> <ul style="list-style-type: none"> • What does it mean to be free? (Year-long essential question) • Who am I? • How can learning about myself help me understand others? • Culture impacts identity. Who we are is heavily influenced by the culture we are immersed in and the society to which we belong. The many aspects of culture play a role in molding one's identity. What happens when cultures collide? Long before people came to the New World, the Indigenous people of North America had a culture that shaped their identity. As people began to come to the New World, some of those aspects of their culture were forced to change. As cultures came together and sought to co-exist, people grappled with not only who they were, but who they were becoming - and who was telling their stories. • Knowing what impacts and influences me helps me empathize with others in the

	<p>past and the present. As technology opened up the globe to Europeans, it also brought change to every culture that interacted with it. And with change comes consequence. While people around the globe found new and different ideas and resources, other ideas and resources were lost. Changes in indigenous cultures were a result of exploration and colonization. By knowing ourselves - our values and beliefs instilled in us through our cultural and social connections - we can get to know others and how historical events, geographic changes, the economy, and engagement with rules and laws (our own and others') indelibly changed people.</p>																														
<p>In this Topic, students will know:</p> <ul style="list-style-type: none"> • How the United States has managed its relationship with Native Americans across time • How Native Americans have managed their relationship with the United States across time • How historical fiction / fictional narratives reflect the author, time, and place in which they were written. • Techniques for thinking and writing about literature • Issues that exploration and colonization caused for colonists and Native Americans • How to engage in writer's workshop • How to engage in book clubs • The meaning and cultural and social purpose of sovereignty • The meaning and cultural and social purpose of a treaty • Arguments and opinions need evidentiary support • Native American reservations • The Trail of Tears • Wounded Knee massacre • Indian New Deal • Issues and facts about Indian child welfare 	<p>Topic Vocabulary:</p> <table> <tr> <td>Academic</td><td></td></tr> <tr> <td>cause and effect</td><td>timeline</td></tr> <tr> <td>Character</td><td>theme</td></tr> <tr> <td>Evidence</td><td>conflict</td></tr> <tr> <td>perspective</td><td></td></tr> <tr> <td>Content</td><td></td></tr> <tr> <td>Sovereignty</td><td>treaty</td></tr> <tr> <td>Colonist</td><td>reservation</td></tr> <tr> <td>Trail of Tears</td><td>Wounded Knee Massacre</td></tr> <tr> <td>Assimilation</td><td>allotment</td></tr> <tr> <td>economic development</td><td>Indian New Deal</td></tr> <tr> <td>Termination</td><td>relocation</td></tr> <tr> <td>Activism</td><td>self-determination</td></tr> <tr> <td>Indian child welfare</td><td>religion</td></tr> <tr> <td>Freedom</td><td>sovereign resurgence</td></tr> </table>	Academic		cause and effect	timeline	Character	theme	Evidence	conflict	perspective		Content		Sovereignty	treaty	Colonist	reservation	Trail of Tears	Wounded Knee Massacre	Assimilation	allotment	economic development	Indian New Deal	Termination	relocation	Activism	self-determination	Indian child welfare	religion	Freedom	sovereign resurgence
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<p>In this Topic, students will be able to:</p> <ul style="list-style-type: none"> • Determining key ideas to draw conclusions (RCCM.1) • Compare and contrast key ideas (RCCM.1) • Make inferences based on specific evidence from the text (RCCM.1) • Describe the relationship between a series of historical events (RCCM.1) • Text structure (information text) (RCCM.2) • Use information gained from illustrations (RCCM.3) • Compare and Contrast events, ideas or information from multiple sources (RCCM.3) • Compare and contrast multiple accounts of the same event (RCCM.3) • Use correct grammar (subject-verb agreement, simple, compound, and complex sentences) (LL.1) • Use correct punctuation, spelling, capitalization (LL.1) • Determine or clarify the meaning of unknown words and phrases using context clues, affixes and roots (LL.2) • Collaborate with others when discussing ideas about texts and draw conclusions based on my information (COM.1) • Express information and ideas (COM. 2) • Use sources to gather information, answer questions, and draw conclusions (RES. 1) • Recall information from experiences from print and digital sources for a purpose (RES. 2) • Summarize or paraphrase information in notes from different sources (RES. 2) <p style="text-align: center;"><u>Social Studies Skills Taught Throughout this Task:</u></p> <ul style="list-style-type: none"> • Explain how and why rules and laws are created (CVC.1). • Describe ways people benefit from and are challenged by working together (CVC.1) • Identify and explain how civic virtues and democratic principles influence people, both past and present. (CVC.2) • Use maps, photographs and other representations to analyze relationships between locations and their environmental characteristics (GEO.1) • Make connections between location and natural resources and evaluate how they affect the decisions people made in where to settle (GEO.3) • Draw conclusions about how culture influences the way people modify and adapt to their environments (GEO.3) • Compare events of the past to life today (HIS.1) • Explain how perspectives of a historical event or period depend on context and shape their stories. (HIS.2) • Distinguish between primary and secondary sources (HIS. 3) • Develop a claim to explain probable cause and effect relationships of given events (HIS.4) 	<p>Plan for Student Reflection:</p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <p>Plan for Teacher Reflection:</p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>
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Task Development

The task follows the [Learning Cycle Model](#) that drives teaching and learning in Naugatuck Public Schools.

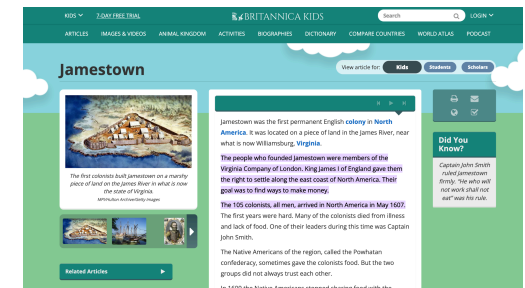
Task Title: Jamestown and Colonization	Grade Level and Unit: 5th Grade Unit 2, Topic 3
Description of Task: In this task, students will explore different groups of people and how European colonization impacted their lives. Students will engage in research and reflection to determine what the legacy of colonization is for the United States, and defend their position with text-based evidence as they create a visual representation and rationale.	Purpose of Task: The purpose of this task is to develop research skills and critically think about how the actions of one group can influence and impact another group to the extent that different legacies have different meanings to different people.
Background of Students/Learning Progression: Students have studied exploration and the first colony of Roanoke. They have researched indigenous peoples of North America and explored the concept of what happens when different cultures confront one another. They have looked at what factors impact cultures, including disease, technology, and ideological beliefs.	Ensure all competencies are addressed in the task: <input type="checkbox"/> Yes, all competencies are addressed <input type="checkbox"/> No - Task needs modification
Getting Started: Set the stage for students - the world has fallen apart, and they have secured a lifeboat that seats 9 people. They are traveling around, looking for survivors to bring to a new island, where they will rebuild society. They have found 16 people who could contribute to this new world, but ... space is limited. They must work in a small group to decide who they will take to the island and who they will leave behind. Students will use these cards and directions to work. Using their notebooks, they will decide who the eight people are who will join them and explain why each person is integral to their new world. They will also have to pick three people they did not choose and explain why. Give groups a tight timeline of 10-12 minutes to make their choices. Then give them another 6-8 minutes to write in their notebooks independently. After they have reflected, ask groups to share their choices and explanations. While groups share, students will listen closely and ask questions of their peers that challenge their choices. Synthesize the activity with students: <ul style="list-style-type: none">• When Europeans colonized North America, do you think who they brought with them was important?• In this activity, students were never asked to consider whether or not people already lived on this island. How important is that to them?	

- How do your needs - for example, needing a new place to settle and rebuild society - compare to the needs of people who may already be living on the island you are going to?

Academic Vocabulary	Content Specific Vocabulary (FND.1)	
<ul style="list-style-type: none"> • opportunity • motivation • draw conclusions • primary source • expertise • success • justify 	<ul style="list-style-type: none"> • North America • Citizen • society • European • settler • Indentured servant • rebellion • disease 	<ul style="list-style-type: none"> • New England • Colony • Colonial life • Puritan • Quaker • enslaved • geography

Making Meaning:

In small groups of 3, students should use their Chromebooks to explore the [Brittanica Kids website](https://www.britannica.com/children) about Jamestown. Students are **not** looking for specific information about Jamestown - they are using their prior knowledge about Jamestown to draw conclusions about **who** (as in a particular group) settled Jamestown and what their motivation was. In their notebooks, students should create a chart where they write down what was done in Jamestown and the background of the people involved. For example:



Who?	Explanation/Questions
<p>People who came to Jamestown were members of the Virginia Company.</p> <p>John Rolfe planted tobacco successfully.</p>	<p>What was the Virginia Company? What did they do?</p> <p>John Rolfe must have had some knowledge about growing plants. Who is he?</p>

Students should have these questions and others that they come up with in their groups to explore in more depth in the second part of this inquiry. From their work here, generate a question with students about what types of people established the colonies. For example, a question you might generate could be:

- What type of people established the colonies? (Rich, backed by the King, had some power back in Britain ..)
- Why did people want to come to North America and establish colonies? (For wealth, fresh start, freedom ...)
- What did they hope to get out of settling in North America?

Students will use centers to answer this question and others they have. In third grade, students explored the different regions of the United States - Northern states, Southern states, MidAtlantic states, etc. They can use this experience to conduct research about the types of people who colonized these areas of North America.

Students should collect information in their notebooks in the form of notes and pictures. They can use the centers to answer the question they have generated with you **as well as** other questions, including the guiding questions on their tables.

See the Chart on this page and the next page for the centers.

Center	Resources	Guiding Questions
Colonial America	<p>Readings:</p> <ul style="list-style-type: none"> • Women and Children in Colonial America • Jobs, Trades and Occupations • Colonial Children's Games • Colonial America - Angelo <p>Interactive:</p> <ul style="list-style-type: none"> • Interactive - Colonial Life <p>Video:</p> <ul style="list-style-type: none"> • Native American women • Who could vote and own property in the colonies • Brainpop - New England, Middle and Southern colonies (Slavery) <p>Map:</p> <ul style="list-style-type: none"> • The 13 Colonies 	<ul style="list-style-type: none"> • Why were people motivated to travel across the Atlantic Ocean and settle in North America? • What opportunities existed in North America for British citizens? • How were other groups impacted by colonization of North America? • What role does colonization play in your life today?
New England Colonies	<p>Readings:</p> <ul style="list-style-type: none"> • Motivations for Colonization • Colonial Settlers • Puritan Dissent • Daily life in the colonies <p>Images:</p>	<ul style="list-style-type: none"> • Why were people motivated to travel across the Atlantic Ocean and settle in North America? • What opportunities existed in North America

	<ul style="list-style-type: none"> • Advertising for colonists • New England colonies <p>Videos:</p> <ul style="list-style-type: none"> • Getting to Know the Colonies • The History of Colonial America • King Philip's War • The Pequot War <p>Maps:</p> <ul style="list-style-type: none"> • Two maps <p>Primary Source:</p> <ul style="list-style-type: none"> • Timothy Fitch, slave trader • Venture Smith, enslaved man who bought his freedom 	<p>for British citizens?</p> <ul style="list-style-type: none"> • How were other groups impacted by colonization of North America? • What role does colonization play in your life today?
Middle Colonies	<p>Readings:</p> <ul style="list-style-type: none"> • The Middle Colonies • The Quakers • Explore getepic.com for books about Colonial America <p>Images:</p> <ul style="list-style-type: none"> • The Middle Colonies <p>Videos:</p> <ul style="list-style-type: none"> • Crash Course: The Quakers, Dutch and the Ladies • The Middle Colonies <p>Maps:</p> <ul style="list-style-type: none"> • Land use maps <p>Primary Source:</p> <ul style="list-style-type: none"> • Elizabeth Ashbridge, indentured servant 	<ul style="list-style-type: none"> • Why were people motivated to travel across the Atlantic Ocean and settle in North America? • What opportunities existed in North America for British citizens? • How were other groups impacted by colonization of North America? • What role does colonization play in your life today?
Southern Colonies	<p>Readings:</p> <ul style="list-style-type: none"> • The Southern Colonies from myWorld • Explore getepic.com for books about Colonial 	<ul style="list-style-type: none"> • Why were people motivated to travel across the Atlantic

	<p>America</p> <p>Image: Southern colonies</p> <p>Video:</p> <ul style="list-style-type: none"> • Bacon's Rebellion against the Virginia governor destroyed relationships with Native Americans <p>Maps:</p> <ul style="list-style-type: none"> • Land use, geographical maps <p>Primary Source:</p> <ul style="list-style-type: none"> • William Byrd shares his thoughts about North Carolina (Motivation and opportunity) 	<p>Ocean and settle in North America?</p> <ul style="list-style-type: none"> • What opportunities existed in North America for British citizens? • How were other groups impacted by colonization of North America? • What role does colonization play in your life today?
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NOTE: Read primary documents with students in small groups. Read them out loud and ask students to notice what words or ideas they heard. Then dig deeper into what the author is trying to tell us and why it's important. Students should leave their small group time with you being able to answer the questions at the bottom of the document.

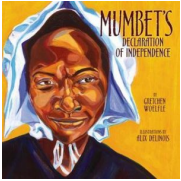
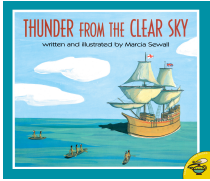
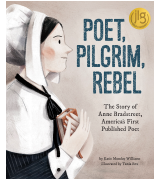

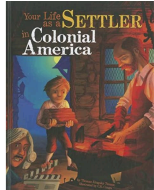
After students collect information in their notebooks about colonization and the establishment of the 13 Colonies, ask them to work together to come up with reasons why the colonies were successful - especially after the colony of Roanoke failed. **Some reasons for success include:**

- Skillset of people who are colonizing
- Expertise and experience of people in leadership
- Qualities like courage (3rd grade) and integrity play a role in leadership and innovation (opportunity)
- Native Americans were not used to the diseases of Europe, and many died of smallpox, reducing their numbers
- Technology - Europeans had weapons like guns and knives to fight Native Americans, which meant they could fight and kill Native Americans from a distance

Students will also come up with other reasons - take the time to assess each reason and have students justify their reasons with evidence.

Investigation:

Students have built a foundation for understanding the development of the 13 Colonies in their centers. They should have notes, pictures, and ideas about why people colonized and what happened to different groups as they colonized. In this part of the task, students will explore in more depth the role of enslaved people, Native Americans, women and indentured servants as well as understanding the role of wealth and property owners.

Enslaved People	Native Americans	Women	Indentured Servants	Property Owners
 <p>Read-Aloud: <u>Mumbet's Declaration of Independence</u> by Gretchen Woelfle</p> <p>Center Work</p>	 <p>Read-Aloud: <u>Thunder From the Clear Sky</u> by Marcia Sewall (Read pp. 44-52)</p> <p>Center Work</p>	 <p>Read-Aloud: <u>Poet, Pilgrim, Rebel: The Story of Anne Bradstreet</u> by Kate Munday Williams</p> <p>Center Work</p>	 <p>Read-Aloud: <u>The Boy Who Fell Off the Mayflower</u> by P.J. Lynch</p> <p>Center Work</p>	 <p>Read-Aloud: <u>Your Life As A Settler</u> by Thomas Kingsley Troupe</p> <p>Center Work</p>

Read the story with students **before they engage in the center** and allow them to engage in the short centers where they will read and/or view a video that will provide them with more information. Once they have completed the center work, ask students to engage in a discussion in small groups around these two questions:

- What do we learn about colonists from this information?
- What do we learn about this particular group of people?

You can use [the question cards](#) - place one card in the center of each group so that they can refer to it as they talk.

After they have had a chance to share ideas and ask questions, have students reflect in their notebooks about what they have read and learned about the settling of North America and the 13 Colonies.

- What have they noticed about colonization?
- What have they wondered about colonization?
- How were groups motivated and what motivated them?
- What opportunities did they have (or not have)?

- What have you noticed about colonization?
- What have you wondered about colonization?
- How were groups motivated and what motivated them?
- What opportunities did they



After their conversation, ask students to share out their group's ideas with the whole class.

Once they have shared, ask students to return to their notebooks and add to their reflections on their centers - has your thinking changed? Are you considering some new ideas? What did your classmates say that has impacted your own thinking?

Create and Produce:

You have explored a lot of information about settlers who came to North America. Some were looking for religious freedom, like the Quakers, Protestants, and Pilgrims. Others were looking for opportunities to own land and make money. At the time that the British were coming to North America, other groups were also trying to settle here - the Dutch in Pennsylvania, for example. Enslaved people from Africa were forced to the colonies, and Native Americans were pushed off their lands and died from illnesses that came from Europe.

So ... what do you think is the biggest legacy of Colonial America?

In your notebooks, consider the events and people that we have read about. Make a chart in your notebook where you can list and look at what **motivated** people to come and stay, and what **opportunities** were available to people if they came.

Then think about the pros and the cons. For example, what was a pro for British men who came over? What was a con? **Do you think people thought it was worth it?**

This could be the legacy you want to write about - that while it meant families might never see each other again, and you might have to work for someone to pay off your passage on a ship, at the end of it you could own your own farm or business.

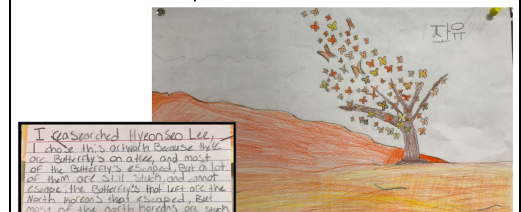
Some legacies are not so positive. For example, if you think about Native Americans, what is the legacy of colonization for them? The motives and opportunities that North America promised to the British were not so good for Native American tribes and their way of life.

What would that legacy be?

British men came to the colonies for land

<u>Pros</u>	<u>Cons</u>
Got to own land	Expensive to go
Learn a trade	Might be indentured
Religious freedom	May not see Britain or family

Illustration Exemplars



Once you know what you want to focus on, you will create a visual representation of the legacy along with a brief written piece that explains your visual and the choices you made in that visual. Here are some examples from sixth graders that you can look at with students. Some ideas and [exemplars](#):

Illustration	Comic	Infographic	Model/Sculpture
<p>Draw, paint, make a collage - whatever inspires you to demonstrate the legacy of colonization in America.</p> <p>You must write an explanation where you discuss the artistic choices you have made.</p>	<p>Draw and/or sketch a story with characters, events and places that communicate what you believe is the legacy of colonization in America.</p> <p>You must write an explanation where you discuss the artistic choices you have made.</p>	<p>Draw or use the computer to create an infographic that highlights specific information and numbers (for example, number of people) that tell a story of colonization.</p> <p>You must write an explanation where you discuss the artistic choices you have made.</p>	<p>Make a model or sculpture that demonstrates the legacy of colonization in America. You can use materials of your choosing.</p> <p>You must write an explanation where you discuss the artistic choices you have made.</p>

Allow students some time in class to talk with peers about ideas and to listen to the ideas of others. Conversation around their ideas and brainstorming can help students who are unsure of what to do - in their peer groups they can play with ideas and experiment.

Communicate and Present:

It's the opening of our art gallery on The Legacy of Colonization and our study of early America!!

Have students place or hang their artwork and explanations around the room and have them visit each exhibit on their own with their notebooks and a pencil or pen. As they visit each piece, have them write down:

- How the art makes them feel
- What the art makes them think about
- Why the art is effective at getting the student's point across
- **What is the artist telling you about the legacy of colonization?**

Reflection:

After their conversations, ask students to reflect in writing about essential questions of Topic 3 - **FOR WHOM** is there opportunity in this "new world" of America? What is the motivation for people to live in the new colonies? What is the motivation for people to reject these newcomers?

<p>After students go to each exhibit, have them sit at their desks/tables and write about one piece that they were particularly interested in, drawn to, or liked.</p> <p>After they have written for about 5-7 minutes, ask students to share with their table group and discuss the artwork of their peers and the messages they got about colonization. After the speak in small groups, invite students to share with the whole class.</p> <p>Ask this question: Does there only need to be one legacy? Why do you think that?</p>	
<p>Notes:</p> <p>Establishing Routines for Writer’s Workshop and Writer’s Notebook:</p> <p>Prior to engaging in this task, it will be important to introduce the purpose for the writer's notebook and establish norms. Students should have time each day to write in their notebook.</p> <ul style="list-style-type: none"> ● Make the writer’s notebook your own (decorating the notebook to reflect the writer) ● Writer’s Notebooks are for all types of writing and can contain the following: drawings, lists, thoughts, stories, questions and wonderings, poems, a sentence for a future writing piece, etc. ● Writing for the whole time you are given: Pencil to paper even when we aren’t sure what to write and we are writing words over again, drawing sketches, writing about what seems “off topic.” ● Sharing and displaying routines like notebook museum, partner sharing, and whole class share where 4-5 students are selected to share with the whole class. ● Writer’s notebooks should not be scored or read by the teacher unless the student grants permission 	<p>Complete File with Resources and Task:</p> <p>Grade 5 Unit 2 Topic 3</p>