Social Studies Practice Unit

1. Descriptive Characteristics

Title: Colonization – What has been its lasting effort?

Grade Level: 5th Grade

Estimated Time Required: 5 lessons lasting about 2 weeks

Rationale and Overview: This unit is about colonization and its affect on us now. It is broken down into how the Native Americans lived before settlers, who came over to America, what they brought over, what is colonization, and what came out of it. I decided to do this unit since much of grade 5 social studies curriculum is based on United States history. I thought that it would be interesting and meaningful for the students to learn about colonization and come up with how it has affected the way we live today.

Standards:
NCSS Standards:

Culture:
- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs
- Articulate the implications of cultural diversity, as well as cohesion, within and across groups

Time, Continuity, and Change:
- Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views
- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others
- Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
**People, Places, and Environments:**
- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world

**Individual Development and Identity**
- Describe personal connections to place—as associated with community, nation, and world
- Identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives
- Identify and interpret examples of stereotyping, conformity, and altruism
- Work independently and cooperatively to accomplish goals

**Individuals, Groups, and Institutions**
- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
- Analyze group and institutional influences on people, events, and elements of culture
- Identify and describe examples of tensions between belief systems and government policies and laws
- Apply knowledge of how groups and institutions work to meet individual needs and promote the common good

**Power, Authority, and Governance**
- Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security

**Global Connections**
- Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations
- Describe and analyze the effects of changing technologies on the global community
- Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as
territory, natural resources, trade, use of technology, and welfare of people

- Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

**Civic Ideals and Practices**

- Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- Identify and interpret sources and examples of the rights and responsibilities of citizens
- Locate, access, analyze, organize, and apply information about selected public issues-recognizing and explaining multiple points of view

**Overall Goals:**

- The students will be able to take what they learn about the groups of people who colonized in America, and apply it to today.
- The students will be able to support why we live the way we do today, with different evidence from life in the colonization period.

2. **Specific Objectives**

- The students will explain what they already know and what to know about colonization.
- The students will view the life of Native Americans, before colonization, on PowerPoint slides.
- The students will research a group that traveled to America.
- The students will be able to present information learned about their assigned groups to the rest of the class.
- The students will research different items that were brought over to America by these given groups of people.
- The students will write a newspaper article explaining these items from a specific point of view given to them.
- The students will compare and contrast the similarities and differences between ant colonies and English colonies.
- The students will discuss the different aspects that have resulted from colonization.
- The students will write a newspaper article about a given result of colonization.
3. Inquiry or Focus Questions

- What kind of life did the Native Americans have before settlers came to America?
- Who came over to America?
- What did people bring over to America?
- What is colonization?
- What came out of colonization?

4. List of Resources

- U.S. Adventures in Time and Place (Teachers manual)
- Different textbooks
- Education for Extinction (Book from American Indian class)
- Native Americans by, Sean Sheehan
- Literature books
- Loewen book
- Newspaper clips
- An ant colony
- Constitution
- Internet
- PowerPoint
- Songs – Pledge, National Anthem, other countries’ anthems
- Role Play – Native American, immigrants

5. Student Assessment Plan

Not every one of my lessons will be assessed. I don’t feel that the students need to do something for every lesson I teach. Some of the assessments will just be class discussions and participation. Here are the assessments I will do:

- **Lesson 1:** Pre-assessment of what the students already know about colonization and what they want to know. The K and W part of a KWL chart. They will also be assessed on participation and group discussion during this lesson.

- **Lesson 2:** The students will be assessed on their group presentations of the different groups who traveled to America. They will be graded on having the information that was asked for as well as being able to present it to the rest of the group. A rubric would be made for this, so that all students know what is expected of them.

- **Lessons 3:** The students will receive a rubric to show the criteria needed on the newspaper articles they write. They will be graded on the information they present in the article about the topic and how it is tied to the time period it is written in. Participation and group discussion will also be assessed here.

- **Lesson 4:** The students will be assessed through group discussion and participation.
Lesson 5: The students will receive a rubric to show the criteria needed on the newspaper articles they write. They will be graded on the information they present in the article about the topic and how it is tied to the time period it is written in. Participation and group discussion will also be assessed here.

6. Lesson Plans

Lesson 1: What kind of life did Native Americans have before settlers came over?

- 1 day
- Introduction of Unit: Pass out index cards of famous people from six different groups of people: Native Americans, Vikings, English, Spanish, Chinese, and Africans. Have the students figure out how they are grouped together and that will be their groups for the unit. It will also represent whom they will be researching and role-playing.
- Introduction: How would you feel if some new people would come into your life and disturb the way that you were living? This is why we are going to see how the Native Americans lived before people settled in America.
- For this I would create a PowerPoint representing the lifestyle of the Native Americans before settlers came over. Many times this is not explained to the students. I believe that it is important for them to realize that the American Indians had a life that they lived successfully, before other people came over to interrupt their way of living. I would use facts from several different sources including Education for Extinction, Native Americans, Loewen’s book, the Internet, and several different other books.

Lesson 2: Who came over to America?

- 2 days
- From the groups that were made the first day, the students will work as a team to research their group of people. The Native American group will have to find other information that wasn’t presented in the PowerPoint, such as how they felt when others arrived, the different kind of tribes that existed, and the roles each person had in the tribe. Each group representing the Vikings, the English, the Spanish, the Chinese, and the Africans will research when they came over and who were the first in their group to come over. They will also talk about the lifestyles of each of these groups and the different things they brought over with them. Each group will be given some books that have been checked out of the library, some encyclopedias, and Internet access. They will then come up with a way to present factual information to the group the next day or two later. Each group will then be able to present their group of settlers, or natives, to the rest of the class, so that the class learns about all of the different groups.
Lesson 3: What did people bring over to America?

- 2 days
- Here the students will use what they have learned from their research to write newspaper articles. We will first examine a few newspaper articles and figure out the criteria for them. I will try to find some articles that were made at the time of the settlers coming over, so that the students can see what they looked like and how they wrote. The students should put themselves back in that time period. Then I will have the students pick what item they want to write about. They will be writing from the perspective of their group, either on something they brought in or their view on something that others brought in. Books will still be available for them to do some more research. The articles should read like they are important, top stories. I will have a sign up sheet for each group with the different kinds of items that were brought over, so that nobody overlaps. The articles will then be compiled into a newspaper.

Lesson 4: What is colonization?

- 1 day
- For this lesson, I would just provide information about different colonies and how they are formed and why they are formed. I would bring in a box of an ant colony and compare the English colonies to ant colonies. There are some differences and some similarities. Much of this would just be notes and retaining the information.

Lesson 5: What came out of colonization?

- 2-3 days
- This would be the closing lesson of the unit. It would wrap up what we had learned. I want the students to talk about what has come out of colonization. We would do this as a group discussion and feed off of each other’s responses. Some ideas that could be brought up are: the American Revolution, Constitution, Civil War, laws, racism, sexism, stereotypes, and different aspects of our every day lives. The final project would be writing an article from now about how colonization has affected our lives. Once again I would have a rubric and pass around a sign up sheet, designating a specific number of articles that can be written on a certain subject. At the end, I will compile a newspaper together, with the articles from now and the articles from the colonization days. Each of the students would receive a newspaper to read what the rest of the class wrote. This is a good way to answer the Big Question of “Colonization – What has been its lasting effort?”